



## The Response Form

Released under the Official Information Act 1982

## 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](mailto:applications@charterschools.govt.nz).
3. Applications not submitted by the deadline time and date may be excluded from assessment at the discretion of the Charter School Agency.
4. Please clearly name your files as follows:
  - a. [Applicant/sponsor name – 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.

The sponsors are experienced and successful business leaders. Jo and Dave Jessep have both individually owned and run their own successful businesses in the fields of education and accounting.

Board directors Michael Roberts and Toni Hatten-Roberts are also successful leaders and business owners.

Their combined leadership experience will be instrumental in ensuring the success of Mastery Schools New Zealand – Arapaki (MSNZ – Arapaki) and will guide the operation of and outcomes for ākonga, whānau, staff and the wider community of our school.

#### 1) Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.

1) We attach our Summary, and fully detailed balance sheet and cashflow for the first three years.

We have also completed a month-on-month cash flow which notes the quarterly payments received from the Ministry.

We understand that for our school to be successful we need to focus on our teachers, assistant teachers, resources, our relationship with Mastery Schools Australia (MSA) and an excellent location. That way we will be able to deliver the amazing results which have been seen in Australia by MSA. As a result, we can project our expenses with a high level of certainty.

This can be summarised as follows:

A) We have started a recruitment process (Ed Gazette) to attract teachers who have an interest in assisting children that are disengaged with mainstream schools. It is critical we get this right. We have worked out that we can employ a mixture of highly experienced teachers, moderate level of experience as well as newly graduated teachers that can work alongside these experienced mentors. Approximately 40 educators attended our information evenings.

B) We have commenced a relationship with the University of Canterbury to employ undergraduate teaching students to work alongside our registered teachers to assist with small group teaching of direct instruction and assisting the teacher during explicit instruction. This ‘earn while you learn’ approach is very popular in our sister schools in Australia because students have a job that is contributing to their skills in training to be a teacher. We think it will prove to be very popular here in Aotearoa as well. Our principal has met with **9(2)(a)** **\_\_\_\_\_** has included MSNZ – Arapaki in the list of schools that the University of Canterbury will partner with for the Schools Onsite Training Programme for 2025/2026. Both parties can see the benefits of this partnership for all learners, both undergraduates and ākonga.

**9(2)(b)(ii)** **\_\_\_\_\_** We will use our establishment funding to ensure we are well resourced as this is a critical part of the Mastery Schools approach.

D) We have located an excellent newly built building which will house our school, at a particularly good per square metre rate. This location has great modern heating and excellent insulation as well as access to green space for our ākonga. Attached lease, or see here for a brief summary letter. We have signed this lease subject to negotiating a contract with the Charter School Agency. We expect to receive the result of our resource consent application on Friday, 11th October, and will inform the Charter School Agency once it is received. We have

received positive feedback from our advisors that the application will be successful.

9(2)(b)(ii)

We feel given we are very well organised in each of these cost areas, we strongly believe that we will successfully manage our school's finances.

We will utilise the Xero accounting system to manage the accounting and payables management, along with Smartly Payroll to manage all our payroll and PAYE requirements.

In terms of financial acumen, we have Dave Jessep on our board of Directors who is a highly experienced Chartered Accountant. See [endorsement](#) from BDO Christchurch Ltd.

Dave will also be involved in the day-to-day management of finances and cashflow to ensure we maintain a positive equity position on an ongoing basis.

Dave will prepare monthly board packs which will include a reconciled monthly and year to date profit & loss versus budget, balance sheet and a rolling cash flow projection through to the end of each year.

The year-end financial statements will all be audited by BDO Christchurch audit partner 9(2)(a), who is highly experienced in school audits.

**2) How we will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance.**

2) As mentioned in Q1 above, Dave Jessep will provide monthly financial board packs to the Directors to monitor the financial position of the Company.

Prior to this Dave and 9(2)(a) the Principal, will provide a yearly budget to the board for their sign off. This budget will be entered into Xero so that the principal and board can track performance against this budget.

We also noted above in Q1 that the four key expenditure areas are well understood by both the board and the management of the school so we feel that if we focus on getting that right from the outset, we will both deliver impressive results to our ākonga and achieve our financial targets each month and year.

As part of our finance review each month, we will be monitoring the P&L through analysis of the data and ensure that funds are being allocated to the needs within the Kura.

If the analysis finds issues or concerns, we will then use this information to make changes and bring in Directors with the necessary skills to adapt to those changes.

Given the experience levels on our board, we do feel that we have the skills to manage our P&L as below:

- Our principal <sup>9(2)(a)</sup> [REDACTED] has been a principal for many years and is very experienced in managing cash flows of a school.
- Our board will be made up of Dave and Jo Jessep, Garry Moore, Michael Roberts and Toni Hatten-Roberts.
  - As mentioned earlier, Dave Jessep is a highly experienced chartered accountant.
  - Garry Moore was also a Chartered Accountant but was also a long-time mayor of Christchurch, with extensive experience in business.
  - Michael Roberts and Toni Hatten-Roberts founded Mastery Schools Australia and as such have started several similar schools in Queensland. They completely understand how this style of teaching is best delivered and manage education businesses exactly like what our Company will be delivering. Michael and Toni have been through four years of operating and ensuring that we stay focussed on our core business and not getting distracted onto things that won't contribute to the success of our ākonga is key.
  - The board will meet every two months to review performance.
  - As such we feel we have an excellent, highly engaged board, who will be fully across the financial performance of the school.
- We have engaged with the Sponsor <sup>9(2)(b)(ii)</sup> [REDACTED] to support academic resources, professional development and staffing.
- We have already reached out to Rotary and a couple of philanthropists to discuss potential further funding.
- We have engaged with University of Canterbury regarding the Schools on Site Training Programme.

The board is very open to bringing additional support and skills where necessary as our needs change in the future.

**Self-Review** – The board is committed to self-review of its performance and the principal has experience in using tools available via the Ministry and ERO websites for effective self-review. She has used an SBA facilitator to help facilitate the review process as well as online modules and tools to ensure future focussed and effective decision making about the ongoing academic, cultural and business performance of the school.

### 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.

**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.**

3) MSNZ – Arapaki is an academic intervention school designed to accelerate academic progress for ākongā who have disengaged or are at risk of disengaging from their learning. We are committed to providing exceptional teaching, quality curriculum and unwavering support to ensure our learners are meeting their potential.

- **Our Vision:** For all students to reach their full academic potential.
- **Our Mission:** Providing the highest quality education for all students.
- **Our Values:** Aumangea – Resilience, Urupū - Discipline (self-disciplined), Kawatau teitei - High Expectations, Tūtika - Personal Responsibility

Translated and gifted to MSNZ – Arapaki by 9(2)(a)

We keep governance focused on what matters most – student academic acceleration and meeting compliance requirements. We set explicit standards for these domains which are in our strategic implementation plan and govern against these. Our [strategic implementation plan](#) has been written to be implemented for the first year and will be further developed with the board during this time to reflect a three-year plan.

#### **Forming Vital Relationships/Partnerships**

##### **Prior to opening**

The board is committed to attracting students who have disengaged or are at risk of disengaging or suffering academic distress. To date we have provided students, families, schools and support agencies with all the information that we can about who we are, what we are and what we are not able to offer as a school. At this pre-opening stage that has included individual phone calls for each Expression of Interest that has been submitted (150 to date). A MSNZ – Arapaki staff member has rung the family to thank them for their inquiry and have been able to answer any questions families have. Many families have expressed how hard it is for their child to be disengaged and are hopeful and grateful that this may be a school for their child.

We have also held two 90-minute Information Evenings with almost 300 attendees in total. At the Information Evenings we shared the kaupapa of our school, videos of our work with MSA, shared expectations and information about curriculum, teaching instruction and the culture of our school. We have also created a [MSNZ - Arapaki presentation](#) which is an online information slideshow presentation that we have sent out to those who could not attend the information evenings. See [here](#) for a copy of the slides. We continue to share updates and information with prospective parents and interested parties regularly through social media and email.

9(2)(b)(ii)

We now have 50 students pre-enrolled on HERO. We will now start a waiting list and accept another 25 students per term. This enables us to sensibly and sustainably grow our kura in a way that it will successfully deliver for our families and grow the confidence of our staff.

### Other connections

We have met with Professor Joce Nuttall, Executive Dean of Education and Dr Chris Astall, Head of Primary Education at the University of Canterbury. Together we will work towards partnering in teacher education using the Schools Onsite Training Programme (SOTP). SOTP is designed to encourage more students to take up teacher training where the students are working in a school and getting paid a stipend of \$12,500 as well as getting their fees of \$7,000 paid by the government. The school receives \$2,000 to assist the university with the training of the student. University of Canterbury have listed MSNZ – Arapaki as one of the schools to take part in this programme. We have also met and will continue to meet with MoE – Education Psychologists RTLB, RTLit, Attendance Services, and Health Professionals to create the pathway for referrals and trial days for ākongā who will benefit from attending MSNZ – Arapaki. MSNZ – Arapaki will work closely with the Executive team at MSA to ensure the fidelity of the teaching instruction and processes that are causing the successful outcomes in Australia. Sharing those outcomes with our school community and the wider educational community in Canterbury and beyond will be an integral part of our ability to attract students. We have presented to 50 members of the Riccarton Rotary Club in Christchurch as invited speakers to share our vision. 9(2)(a) a teacher at Cholmondeley House where they provide a short-term emergency or planned respite care for whānau with children aged 5-12, is keen to see what overlaps there are with the children we both serve.

### After we open

After our doors open and our ākongā feel safe and settled in their new school, we will hold school tours to show parents exactly what MSNZ - Arapaki will provide as its learning model. These will be held at least twice per term as well as 'Teach the Parents' evening so parents can experience the teaching in action.

We will continue to work with 9(2)(a) is a highly regarded educational leader in Te Reo and Tikanga and as we shared in our stage one of the application process, she signed off our Māori name Arapaki on behalf of Mana Whenua. 9(2) has met with us throughout the year to listen and korero about the kaupapa of our kura. She, along with 9(2)(a) from Whitiōra, listened to our mission and vision before gifting us our Māori name Arapaki. Whitiōra is the education arm for Ngāi Tuahuriri. Having the blessing of Mana Whenua for our school, its bi-lingual name and the kaupapa of our kura was essential in showing how our kura will reflect Aotearoa New Zealand and our bicultural commitment. 9(2) will continue to be our critical friend to ensure our school is culturally responsive, that we are thinking critically about how we teach in a way that is good for our Māori ākongā and to help ensure that we are being a great Treaty partner. We want our Māori students to feel a strong sense of belonging and connection when they come to MSNZ - Arapaki.

We have been invited to join our local Kāhui Ako. This shows the willingness of our local schools to engage in a reciprocal relationship of connecting and learning. Whilst a charter kura doesn't attract the funding of a Kāhui Ako the benefits of joining as a charter school are many in terms of the education landscape. Our principal will still attend meetings and stay connected with our local community of schools to stay connected with our local education landscape.

### **Board Practices**

Our Board is made up of education aligned peers, a community engagement specialist and business finance experts who understand the unique challenges and opportunities facing MSNZ - Arapaki. They are focused on ensuring MSNZ – Arapaki maintains its compliant status, manages risk, and delivers the highest quality outcomes for our students. Our Board enables a high trust leadership environment that allows for agility and pace to execute on our ambitious growth plans. The Board is laser focused on executing our Strategic Plan – we don't get distracted by things outside of what's in the plan. If an opportunity presents outside the plan, we are extremely intentional in our consideration of what to pursue.

### **Tracking Our Impact**

Our impact will be reflected in the success of our students. At classroom level, performance is tracked by our Master Teachers, who bring an expert eye to our achievement benchmarks. The Master Teachers are consistently reviewing student data e.g. weekly check in on [Learning Progression Charts](#), analysing progress, and working with teachers to adjust instruction as

needed. Students need to be present every day for them to achieve their best results. We will be closely tracking our attendance data and will be striving to maintain an excellent attendance record. Our Board will review a range of data at every meeting along with school narratives as to any changes in performance.

MSNZ – Arapaki has created a [strategic implementation plan of key performance measures](#) for 2025 which underpins our strategy for raising academic achievement. We see this as a key part of our vision to support children to reach their full potential. In this strategy document we list the priorities to lift student academic achievement, the actions we will take for maximum benefit to the students, key performance measures and evidence to support the meeting of these measures, who is responsible for meeting the measures and what resources are required.

### **Financial Management and Compliance**

Our Company will be registered as a charity with the NZ Charities Service, our registration is currently pending.

As part of that registration, we adopted a [Constitution](#) which sets out rules of how we run the business. This includes clauses such as:

- Charitable purpose
- No private pecuniary Interest
- Conflicts of Interest
- Annual Reporting

We will also have clear financial policies for all areas of financial management on Schooldocs including:

- Financial Policy - Managing Income and Expenditure
  - Financial reporting
  - Segregation of duties

This will clearly set out reporting requirement and what expenses can be authorised by who and as the size of the expenditure increases so will the level required, up to Board level.

- Payroll Policy
  - Set out how we pay staff and how we manage all the different types of leave plus annual staff reviews.
- Banking
  - EFTPOS transactions
  - Online banking
  - Credit Cards
    - How the team will manage banking and rules around use of credit card.

- Asset Management and Protection
  - Asset register
  - Disposal of assets

As mentioned in Q1 & Q2 above we will have Dave Jessep both in the business as the Chartered Accountant as well as a director on the board.

9(2)(b)(ii)

[Redacted]

[Redacted]

[Redacted]

We will ensure that our financial reports are fully compliant and audited by BDO Christchurch within 6 months of balance date as is required for a Charity in New Zealand.

**Risk**

Our organisational design allows our Board to manage for risk at the level of MSNZ – Arapaki.

We use proven financial policies from Schooldocs and have agreed financial delegations, to actively limit exposure to risk.

We are intentional in our approach, and we have proven systems that mitigate our key organisational risk areas:

- Compliance
- Availability of staff
- Financial viability
- Governance

We discuss Risk in more detail in Q11b.

**Employment of Communications Advisor**

We have employed Jude Cooney as our communications advisor. 9(2)(a)

[Redacted]

Our leadership/value proposition has informed our student recruitment in that it has established an overarching approach that is always targeted and always transparent. We want whānau and educators to easily access and understand the information they need to make informed decisions about enrolling with MSNZ – Arapaki or applying to work with us. Building trust with our audience has been of critical importance in this recruitment stage and will continue to underpin all our communication activities moving forward.

Specifically:

- We have worked with a [consumer insights agency](#) to identify through population statistics who our primary audience is and how best to communicate with them. We have also consulted with MSA to understand their recruitment strategy and what has, and what hasn't worked for them.
- Informed by those insights we have created tailored messages and a digital media campaign on a limited budget. Our messaging focusses on the whole school experience – academic, social and emotional.
- We have leveraged existing relationships with Structured Literacy advocacy groups, health professionals and educators to help share our message and call to action **9(2)(b)(ii)**
- Developed and launched the MSNZ – Arapaki website – <https://msnz.school.nz/>
- Developed a social media presence on [Facebook](#) and [Instagram](#) (platforms chosen because of high consumption by target audience).
- Supported the skeleton MSNZ – Arapaki team with logistics and branding for two Information Evenings.
- Created and implemented a social media campaign with various calls to action – invitation to attend our Information Evenings, submit an Expression of Interest, submit an Enrolment or apply to work with us leveraging MSA marketing material given limited marketing budget or inhouse creation of marketing assets.
- Created unpaid media opportunities to highlight the academic excellence the school is based on – [One News](#), [The Press](#), invitation to speak at local Rotary event.
- Encouraged a communication style from the team that puts the whānau experience at the heart of all we do. We understand the wide range of emotions experienced by our families and ensure we are responsive.

Once the school is established, we will harness the success of our students to further strengthen our enrolment proposition. **9(2)(b)(ii)**

**[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.**

4) We cultivate a culture where every person in our school is committed to our moral purpose, knows how they contribute to student learning, and experiences success in their job. As part of this exceptional learner centred culture, we have a set of [protocols](#) that our staff follow to ensure our focus remains on our learners. Please see the bios of our Board of Directors and Senior Leadership Team: [MSNZ Board of Directors](#) , [senior leadership team profiles](#)

#### **Governing for Outcomes**

Being focused on our end-goal drives everything we do. Each element of our school has its own standards for what high performance culture means for them. We also make sure everyone in the organisation knows their role in producing outcomes.

We make explicit the need to focus our teams' attention on:

- What matters most
- How we measure it
- How we manage it
- Making sure this is where we spend most of our time.

Released under the Official Information Act 1982

# The MSNZ Arapaki Model



Taken from the [MSNZ - Arapaki Model](#)

### **Culture in Practice**

Making our culture real for people requires us to deeply think about practices inside and outside the classroom. We have procedures around a lot of things that we do e.g. here you will find a procedure around how students the [enter the room ready for learning](#), or [morning routines](#).

There are two things that drive our intentional culture: the understanding that managing attention (engagement) is our core task, and that we are a high performing and tight team with all parts working together. Regarding managing attention, we employ strategies such as checking for understanding regularly and reducing unnecessary teacher chat. Examples of our 'culture in practice' include wearing uniforms to help reduce distractions for students and working in calm, orderly and uncluttered classrooms to assist with managing the student's attention. Students accelerating their learning and achieving academic success is what binds us together.

### **Staff Experience**

Our task is to ensure each staff member can see how their own role contributes to this purpose. All teaching staff are consistently coached to improve instruction and act on feedback. All staff see coaching as an important part of our model to help achieve student academic acceleration. See [here](#) for an example of how Assistant Teachers will be supported and coached.

We will reward team success such as staff glows and shout outs at staff meetings and celebrate work that contributes to our moral purpose – of giving students the experience of success of learning every day, so they can build knowledge and mastery. For our staff, MSNZ – Arapaki will be a rewarding, inspiring, and fun place to work. Our staff will find it immensely satisfying to be part of a school that delivers what a school should – significant learning growth for every student. They know they are changing lives of their students, families and the wider community. At MSNZ - Arapaki, staff have opportunities for professional development from day one. Our staff, just like our students, are guided and scaffolded on their journey to mastery in their teaching instruction. The staff range from experienced teachers through to Assistant Teachers who are undergraduates learning to teach and getting the best possible start to their career by learning to use the Science of Learning in their teaching practice - see [here](#) for a list of training modules.

MSA and MSNZ – Arapaki have three pillars to its success relating to student achievement and attendance. These are part of our enrolment and eligibility policy:

1. Children must want to come to MSNZ – Arapaki and at the interview with the senior leadership team they need to be able to say they are choosing to come. They must know why they are here, and they must put in the effort.
2. Parents/caregivers need to work with us to get their children to school every day. We require 85% attendance.
3. The rest is on us – we must provide the environment that will allow children to experience success – academically, socially and emotionally.

At MSA student attendance is closely monitored and this will be the case at MSNZ - Arapaki. The principal gets sent a report on attendance every day to ensure tracking of any students who need immediate follow up.

Below is attendance data from MSA:

## Student Outcomes

### Attendance

The average attendance rate for the whole school as a percentage in 2022 was 83.51%. Students who attend MSA have various contributing factors which influence attendance.

Average Attendance Rate for Each Year Level in 2022						
Grade 4	Grade 5	Grade 6	Year 7	Year 8	Year 9	Year 10
Juniors			Seniors			
86.66%			80.25%			

At MSNZ – Arapaki our emphasis is on exceptional teaching, quality curriculum and programmes, and high expectations of students and staff. We believe this focus will produce exceptional results for our students and create an environment where students will want to come to school because they are achieving academically.

### Attendance + Effort + Teaching = Success

At MSA, staff identified that break and lunchtimes could be a time to enhance social connection and raise participation creating options for increased social connection and inclusion. The assistant teachers will actively supervise activities and support students who need help socially and emotionally. There will be a high ratio of adults to students and assistant teachers. The assistant teachers will manage outdoor activities, indoor recreation space, silent space and lunchtime clubs. They will work on teaching students' effective emotional regulation strategies.

### Self-Review

As mentioned already in the finance question 2, the senior leadership team, staff and Governing Board will be committed to a regular self-review cycle. This is documented as part of our Schooldocs self-review cycle. We will tap into what MSA have learnt from their self-review. A 360 approach is crucial to our growth and self-improvement. We will ensure that our board will hear from our ākonga and whānau to help inform their decision making. The principal in her previous role led a school that was going through a period of significant change and is very familiar with ensuring that the community are 'with the school' as it embarks on its journey and grows steadily whilst also striving to help children return to mainstream education when they are ready. The principal will regularly invite focus groups to a board meeting such as - the children themselves, different groups of staff to present directly to the board which ensure a direct line of communication and an unfiltered reporting mechanism.

(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.

5) MSNZ – Arapaki has held two information evenings both to inform but also to gauge the level of support for our kura. One on the 7th of August with 150 attendees. A second evening was arranged because we were oversubscribed at our first session. One hundred and twenty attended on the 4th of September. In addition to this we have had 150 expressions of interest and have sent out an online information slideshow where MSNZ – Arapaki staff gave a comprehensive overview of life at MSNZ - Arapaki. As a result of the two information evenings, we have 50 families pre-enrolled despite us still awaiting charter school confirmation. MSNZ – Arapaki has 566 Facebook followers and 99 Instagram followers. This level of support significantly exceeded our expectations and confirmed to us that a school of this nature is well supported and vital for our disengaged ākonga.

9(2)(ba)(i)

We have offered to speak at one of the CPPA leadership functions once the school is approved. It is our intention to work with mainstream schools to help children who may not be engaged. We want our principal colleagues to know that MSNZ – Arapaki is an option to help those children that they have identified as needing intensive support to assist with acceleration. Here is a sampling of the most recent response we have had to the Online Information session that we sent to the principal group and that we were just awaiting news to see if we had made it to Stage 2 of the application process.

**9<sup>th</sup> September 2024**

Hi 9(2)(a)

*I am so pleased to see everything going well for you all and this exciting initiative.*

9(2)(a)

**9<sup>th</sup> September**

Dear 9(2)(a)

*Great news, thanks for the update. This is completely awesome, and I am proud to know you. How very exciting and I would love to stay with your progress and support the kura in any way possible.*

9(2)(a)

**16<sup>th</sup> September**

Kia ora 9(2)(a)

*Congratulations on your role of principal at MSNZ – Arapaki. 9(2)(a) I was excited to see that you are part of the team leading this much needed initiative in Christchurch. 9(2)(a) so know that there is a huge amount of time and work that goes into*

opening a new school – it is no mean feat. Best of luck for sign off and what is likely to be a very busy few months leading up to opening. All going well, I'm very much looking forward to families in Christchurch having this as an educational option for their children.

Ngā mihi

9(2)(a)

### How has the community consultation informed our decisions?

Important information that we are seeing following community consultation is the ages of the students who are pre-enrolling. This data informs where our resourcing needs to go. A specific example is that we have a high number of years 4 to 8 students and less junior students (year 1-3). We have made the decision to not start with Junior classes. We will introduce this level after six months as we know providing intervention as early as possible is paramount in reducing the achievement gap.

**Support** – The data provided above shows a groundswell of support for a school that has a very specific mission and vision. The range of interest is high from children, whānau, educators, support services in education such as Educational Psychologists, RTLB, RTLit and health professionals. Given the number of enrolments we have already had after the information nights, we have held off on asking the principals who have identified students who could attend MSNZ - Arapaki at this point. It is essential that we start in a successful, sensible and sustainable way. We have discussed the starting number with the founders in Australia and how to grow the roll in a managed way. We did not expect to fill our opening roll with enrolments from the information nights. This confirmed to us the strong need for this type of school and the willingness for families to pre-enrol even though the school was not approved. We anticipate some families are waiting to hear that we have been approved in November and believe more enrolments will come as result. We anticipate that we will need to set up a waitlist as our pre-enrolments are full.

**Risks** – *(please see much more detail about risks in the section below in answer 11b about risks)*

The risks that we have identified are as follows:

#### **Lack of support for Charter schools**

Through the media we understand that there may be a lack of support for charter schools in general which may affect our ability to work with some mainstream schools. We have already mitigated this risk with the consultation mentioned above and our ongoing relationships with local schools. We are working on being a part of our local Kāhui Ako. Our intention is that once established that we will be seen as just another school in Christchurch but one that has an enrolment policy to support the specific vision and mission of the kura as it is an academic intervention kura designed to accelerate academic progress.

#### **Enrolment of children with high behaviour needs**

That we may accept some students with high behavioural needs that may impact the success of the MSNZ - Arapaki's educational outcomes. We have mitigated this by creating a robust enrolment policy and criteria that whānau need to adhere to. We have also mitigated this with an extensive enrolment interview and testing prior to entry. We also mitigate this by prioritising investment in the number of staff and having the right staff who we continuously train and coach to support ākonga. We also know that at MSA there is less behaviour issues due to the students experiencing academic success and support from support workers and staff.

## 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 its 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?

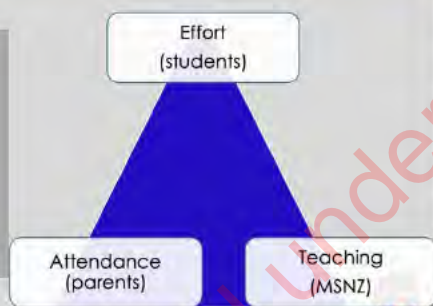
6) As well as uplifting academic achievement and attendance, how will the school positively impact its students and contribute to the wider school network / education sector?

6) At MSNZ – Arapaki we are highly motivated to lift student achievement and attendance through an innovative and evidence-based approach that changes both the academic and life outcomes for ākonga who are disengaged from the mainstream system or experiencing academic distress. We want to give students and families a choice to choose an education where their child can thrive, thereby closing the educational gap and fostering equality. Our moral purpose is to give students the experience of success every day, so they can build confidence, knowledge and mastery.

**Student attendance:** In New Zealand, school attendance is at an all-time low. Data from Term 2, 2023 shows that only 47% of students were attending school regularly, making it a government priority. MSNZ - Arapaki understands that many of the learners who will be coming to our school will have previously had some issues with attendance. Based on attendance data from MSA, we know that high attendance is crucial for student outcomes. The average attendance rate for the whole school as a percentage in 2023 was 82%. Students who attend MSA have various contributing factors which influence attendance. MSA has implemented a Managing Student Attendance policy where the importance of attendance is discussed with

### ATTENDANCE + effort + teaching = SUCCESS

9(2)(a)



each parent during the enrolment period. The policy provides insight as to why MSA believes attendance is one of the most important factors in aiding students to gain mastery throughout their education. In line with the policy, parents/caregivers are kept accountable to ensure that their child is provided with every opportunity to attend school. In the event of a student being absent, parents/caregivers are required to provide legitimate reasons as to why their child is not at school. Should the student's absence exceed more than one day without a valid reason, the school's Principal will intervene. To assist in encouraging and maintaining a high attendance rate, MSA has established a safe and supportive school environment that promotes positive relationships with students and families. At MSNZ - Arapaki we will also require a high attendance rate for our students. We will have a multi-pronged approach to ensuring maximum attendance and will aim for 85% plus attendance. Similarly to MSA the roles and responsibilities of the three pillars will be shared with parents and students during the enrolment process. **Our student's job** is to choose to come to MSNZ - Arapaki and to focus and put effort in at school. **Our parents' job** is to ensure the students get to school. **Our teachers and assistant teachers' job** is to ensure they provide excellent teaching so that students make progress. At MSNZ - Arapaki we will further promote high attendance rates by

creating a positive school climate. We will create a welcoming environment where students feel safe, valued and connected to the school. Positive relationships between students and staff and students and their peers will also be built and fostered. To support attendance of children who have been known to struggle with attendance, strategies and support will be put in place early. For example, a student will be met at a drop off point by a support worker and supported into school. MSNZ - Arapaki ratios of staff to student enables our learners to be

well supported at this crucial time and throughout the day. School wide attendance goals will be set and shared with staff, parents and students each term to create a sense of collaboration and team effort. Communication with families on the importance of attendance will be shared regularly and parents/caregivers will be able to see their child's attendance records in real time on the student management system Hero. Absenteeism will be identified early and supports put in place e.g. communication with families/caregivers, buddy support from a support worker to meet student at the school gate, support from external agencies. We will also ensure that students are placed in literacy/maths groups at their level, lessening some of the anxiety and stress around school and learning.

Our policies are all available on SchoolDocs <https://mastery.schooldocs.co.nz> 9(2)(k)

Please see our attached enrolment and MSNZ – Arapaki Attendance Policy: [MSNZ Attendance Policy](#) & [Enrolment and Eligibility Policy](#)

**Student achievement:** As part of our stage one application, we shared the [Strategic Implementation Plan of Key Performance Measures](#) MSNZ – Arapaki 2025, which forms the foundation of our strategy to enhance academic achievement. This plan is a vital part of our vision to help children reach their full potential. In this strategy document, we outlined our priorities for improving student achievement, the actions we will take to maximize student benefit, the key performance measures and supporting evidence, assigned responsibilities for achieving these goals and the resources needed for success. MSNZ - Arapaki's motto, "success is the fun we offer," emphasizes the connection between student achievement and wellbeing at school. We strive to ensure our students experience daily success in their learning. This is accomplished by placing students at the correct levels, conducting ongoing monitoring and data collection, and using small, sequential steps when introducing new material. Additionally, we provide ample practice and review to solidify learning in long-term memory. This is done through Direct Instruction programmes, the use of explicit and direct instruction and the science of learning throughout the day. The data so far from MSA is showing that the students on average are achieving:

**Reading:** 1.6 years progress in 1 year

**Mathematics** 1.5 years progress in 1 year.

**Spelling:** Average of 1.5 years growth in 1 year.

These results are across all five campuses. However, for some students the academic improvement is significantly increased. For example, 9(2)(a)

Our goal at MSNZ - Arapaki is to replicate these phenomenal results.

**Student well-being:** The routines and structures in place at MSNZ – Arapaki provide students with a safe and secure environment for learning, meaning students are less likely to feel overwhelmed, frustrated or disengaged. Student confidence is increased thanks to the lesson design of DI programmes (85% review and practice 15% new material, complex tasks broken down into smaller more manageable steps) and the delivery of the lessons e.g. multiple opportunities to respond and lesson pacing. Students experience increased motivation as they experience success daily, mastering content before moving on. Academic pressure is reduced due to students working at their level and experiencing success regularly. The predictability and consistency of DI programmes reduces anxiety and stress especially for those students who feel vulnerable or anxious. In this [short video](#) from 9(2)(a) The video highlights her remarkable transformation, showcasing how her learning, attendance, and overall well-being have been positively impacted.

**Social skills and development:** MSNZ – Arapaki plays a crucial role in developing social skills by providing children with structured environments and opportunities to interact with peers and adults in a safe and secure environment. Students are supported to follow the school rules and take personal responsibility for their learning, focus and attitude. The high pupil to

adult ratio and focus on relationship building ensure students feel welcome and valued. Having extra adults available especially during break times also provides opportunities for students to view and experience positive modelling of friendships and interactions with others. It also reduces incidents of bullying and antisocial behaviour. 9(2)(a)

**Family life:** Children who attend MSNZ – Arapaki reengage in their learning, leading to improvements in their well-being and educational outcomes. Consequently, their families also benefit from these improvements, leading to a more positive family dynamic. At MSNZ - Arapaki, we aim to alleviate parent anxiety and frustration through our well-structured and supportive enrollment process. Roles and responsibilities are clearly defined and agreed upon, and an Individual Learning Plan (ILP) is created for each child. This approach allows us to thoroughly understand each student's needs and abilities, reducing the need for parents to continuously advocate for their child. Witnessing their child's success will give parents and caregivers relief and a sense of pride, eliminating the uncertainty of relying on chance in their child's education. Seeing student progress in real time via our SMS will provide parents with immediate insights into their child's development and achievements. At MSNZ - Arapaki, we believe in the importance of celebrating successes and making it a priority through regular communication with parents. We actively share students' achievements and progress e.g. via email, phone call, positive postcards etc. ensuring that parents are consistently informed and involved in their child's journey. This approach fosters a strong partnership between home and school, enhancing the overall support and encouragement for each student's growth.

**Transitioning students from MSNZ – Arapaki to a mainstream school:** One of the focuses at MSNZ – Arapaki is meeting academically distressed or disengaged children where they are academically, socially, and emotionally. We aim to provide opportunities for students to learn at their own pace, level and ability. By tailoring our approach to each child's unique needs, we help them re-engage with their learning and rebuild their confidence. Our goal is to develop strong academic foundations and resilience, enabling these students to successfully re-enter mainstream education with renewed motivation and a sense of belonging. By focusing on both academic support and emotional well-being, we equip students with the tools they need to thrive in a traditional school setting and foster a positive outlook towards their educational journey. At MSNZ – Arapaki we will have a transition officer dedicated to supporting students as they move from MSNZ – Arapaki to mainstream education when they are ready. This specialist will provide personalised guidance and assistance throughout the transition process, ensuring a smooth and successful reintegration by addressing any academic, social or emotional challenges that may arise. They will also coordinate between the family and new school, arrange prior visits, share well-being information, assessment data and the ILP. We will also build close connections with our local schools and those schools our students will transition to.

**Partnerships with local schools:** Because of our extensive work experience and our professional development work in schools across New Zealand (Literacy Connections), we have developed strong connections with a wide network of teachers and principals across New Zealand. 9(2)(ba)(i)

At MSNZ – Arapaki we will continue to share our story and work closely with local schools to maintain and strengthen these connections.

**Fellow educators and other related professionals:**

We are committed to forming strong partnerships with educators. By opening our doors to teachers and other professionals in the field of education, we provide a space for observing high-quality teaching practices in action. This includes hosting professional development sessions, classroom observations and opportunities for coaching and feedback sessions. These initiatives will promote the sharing of best practices and innovative teaching methods including the science of learning, DI programmes, lesson design and delivery and supporting

student attentional control, all of which will benefit the wider educational community. Additionally, our commitment to collaboration will foster a network of support and continuous improvement among educators, ultimately enhancing the quality of education for all students.

**Initial Teacher Education institutions:** The innovative idea of employing trainee teachers as assistant teachers provides a unique opportunity to observe how employing undergraduate Assistant Teachers could revolutionise teacher training. The "learn and earn" scheme allows these students to gain extensive teaching experience during their 3-4 years of training, potentially graduating with far greater skills due to the substantial number of teaching hours accumulated. We have already established a collaborative relationship with our local university who are assisting us in providing students to train as assistant teachers. Additionally, we also have a PhD student who is keen to base her work on the new school. Please see attached the [letter of support](#) from the University of Canterbury to endorsing MSNZ – Arapaki and our partnership for professional practice learning opportunities for emerging teachers.

**Partnerships with local organizations:** We are actively seeking to build partnerships with local organizations such as Pou Whirinaki Māori, Tupuranga Attendance Service, educational psychologists, RTLBs, RTLits etc. These collaborations will help us better understand and serve the diverse needs of our students and their families.

#### 7) How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School?

7) While the primary focus of MSNZ – Arapaki is accelerating learning, specifically in literacy and math, our approach extends beyond academics to prepare students for broader life challenges. We emphasize future academic endeavours by fostering a love of learning and instilling key values such as hard work and perseverance. Additionally, we nurture self-confidence and discipline, ensuring that students develop the resilience needed to tackle future obstacles. Our commitment to personal responsibility and social skills equips students with the tools to navigate and succeed in the wider society. By integrating these elements into our educational framework, MSNZ - Arapaki not only advances academic achievement but also supports holistic development and preparedness for life beyond school.

**Future academic endeavours:** MSNZ – Arapaki will play a vital role in supporting students' future academic endeavours by cultivating key values like hard work, effort and resilience. Through challenges and perseverance, students will learn that success often comes from dedication and consistent effort, which prepares them for future academic challenges. Our school value of having high expectations will set a clear standard for academic performance. We will foster a culture where students are encouraged to aim high, realise their potential and strive for excellence in all areas of their education whether that be achieving NCEA Level one or continuing to university level education. With the Department of Corrections in New Zealand reporting that 60% of those in prison have literacy or numeracy skills below NCEA Level 1, and around 25% are at or below Steps One and Two on the Adult Literacy and Numeracy Learning Progressions, we recognise the urgent need to address these gaps early to help prevent the pipeline to prison. Our goal is to ensure that students leave MSNZ – Arapaki with strong literacy and numeracy skills, a love for learning, and the tools needed to thrive in life. By focusing on these essentials, we aim to provide a solid foundation that not only supports academic achievement but also helps prevent the cycle of underachievement that can lead to more serious consequences.

**Resilience and discipline:** By providing an encouraging environment where students feel valued and capable, students' self-confidence will be significantly increased. Positive reinforcement, immediate constructive feedback and a focus on individual strengths will foster a growth mindset. Through our values of discipline and resilience students will discover that success is often the result of dedication and consistent effort which readies them for future challenges.

**Personal responsibility:** Another core value at MSNZ – Arapaki is personal responsibility. Our school is dedicated to nurturing this value by teaching students the significance of focus, effort, and accountability. Through structured learning environments and clear expectations, students learn to complete their work, take responsibility for their learning and manage their behaviour and focus during class time. By emphasizing the value of personal responsibility, MSNZ – Arapaki will help students cultivate a strong sense of ownership over their own progress. This foundational skill will set the stage for both personal and academic success in the future.

**Social skills:** Through our structured, welcoming and safe environments, MSNZ – Arapaki will teach students how to effectively work with others, be part of a team and contribute meaningfully to the school community. Many families have shared with us that their disengaged students often feel isolated, lack friends and experience poor relationships with classmates and teaching staff. This sense of not belonging can significantly impact their engagement and overall well-being. Our approach at MSNZ – Arapaki emphasises creating a supportive and inclusive environment that encourages positive interactions and fosters a sense of belonging. We focus on equipping students with the tools they need to build strong relationships, develop social skills and thrive in both academic and social settings.

**8) Why would parents/families choose your Charter School over other schooling options that are already available to them?**

8) There are several reasons why parents/families in Christchurch and further afield would choose MSNZ - Arapaki over other available options. After speaking with many of the families who filled in our Expression of Interest form, we found that they were keen to come to MSNZ – Arapaki for a variety of reasons and those reasons were very much dependent on the specific needs of the individual student and their family. Some of those reasons included: our commitment to accelerated learning, a clear focus on literacy and mathematics, the use of proven, research-based teaching methods and providing the students the repetition and practice they need. These factors create an optimal learning environment where students can thrive academically, receive individualised attention and tailored instruction that fosters their growth. After attending our information evenings, families shared that they valued our focus on nurturing both academic success and personal growth, giving their student the best foundation for future success. This is clearly stated in our motto “success is the fun we offer”.

**Outcomes from Information evenings**

Here are some quotes from some of the parents we had at our recent information evenings...

9(2)(a)

*I am excited for the next steps, and I look forward to hearing from you soon.”*

9(2)(a) *keen to join the school. Very interesting when we started talking to her about the new school it really comes out how much she has been struggling with the teacher this year. She had a great year last year with a couple of younger teachers so it disappointing to hear this from her. We are all very excited about the opportunity and look forward to learning more moving forward.”*

*“Thank you again for the opportunity to be invited to and be able come and listen to your presentation of your new school, it was very well explained and very informative, it’s all very exciting and I look forward to an opportunity for enrolment.”*

*“I loved seeing the confidence & self-belief of the kids who were interviewed”*

*“What an amazing school for tamariki and their families to accelerate and catch-up literacy and maths learning. Very exciting!”*

*“Thank you all for tonight, feel something special is happening for our kids”*

**When we spoke to the children who attended our information nights - they shared why they wanted to come to MSNZ – Arapaki too. Some anecdotal feedback from our conversations with tamariki at the end of our presentation:**

*“I want to get some extra help, but I’ll miss my friends.” I get that but we will do lots to help you make new friends.*

*“Will you help me make new friends? I know I need to come to get better at my learning.” We sure will.*

*“I like the idea of the student teacher game. What happens if the teacher wins?” We get to choose what the kids have to do instead of the other way around.*

*“Will I have to do 2 hours each of math and literacy? Will I get tired? Yes, we all will but we will build our stamina together and have mini breaks while we get better with our stamina.”*

*“I am nervous about answering together, but does everyone do it?” They sure do. It’s normal to be nervous when something is new. We will help you get it.*

*“I like that we get to just have a little bit new introduced each day because I get a bit overwhelmed when everything is different every day.” That’s awesome.*

*“Will you please help me if I get nervous at the beginning?” 100% we will.*

**Each individual child experiencing success:** At MSNZ - Arapaki, we strive to foster a welcoming environment where every student feels safe, valued and deeply connected to our school community. Parents want a place where their children are not only educated but also nurtured and accepted for who they are and where they are at with their learning. Building positive and supportive relationships between students and staff is a cornerstone of our approach, because strong connections help students trust in their potential, boost self-esteem and improve their overall well-being. When students feel confident in themselves and their learning journey, they are more likely to work harder, embrace challenges and ultimately succeed. Our goal is to nurture this confidence while guiding each student toward mastery in their studies.

**Accelerated learning:** At MSNZ – Arapaki we focus on student acceleration. This refers to the practice of teaching more content in less time while ensuring that students achieve high levels of mastery along the way. As most of the students who will attend MSNZ – Arapaki will be behind in all/some learning areas, it is imperative that these students are taught in a manner that will catch them up to their peers. We will use Direct Instruction (DI) programmes that will introduce new material efficiently, provide ample opportunities for practice and include frequent review and application. We are careful to place students in the appropriate group, ensuring that they are neither overwhelmed nor under-challenged, something that parents we’ve spoken to are very grateful for. By carefully monitoring student progress through regular mastery testing and adjusting instruction accordingly, we can significantly boost student performance in a time-efficient manner, fostering mastery and deeper learning at a quicker pace. Being able to share the results of these mastery tests with parents on a regular basis will help keep lines of communication open, ensuring we can all celebrate the success and growth as well as being able to quickly address concerns if needs be.

**Proven teaching methods:** Feedback from parents we’ve spoken with indicates that many have already tried various strategies to support their child's learning, including in-school support, tutoring, and private schooling. While some progress was made, it often plateaued or halted due to challenges like time constraints, financial pressures, or limitations in staff knowledge and experience. Parents want to feel assured that their children are receiving instruction that truly maximizes learning potential, closes gaps in understanding, and sets them up for long-term academic success. At our information evenings, we've shared compelling data on how our approach accelerates learning. We’ve outlined the specific methods we use to achieve this progress and the steps we take to continuously monitor and ensure student success. This transparency gives parents confidence in our ability to deliver meaningful results and how a proven teaching method can support their child’s academic growth.

**Specialised focus:** At MSNZ - Arapaki our focus is on acceleration in English and Maths. We make this very clear to parents during the enrolment process, ensuring they understand our commitment to academic achievement in these core areas. Our goal is to help students catch up to their year-level expectations by providing targeted, individualised instruction that

caters to their learning needs. Students will be placed in the appropriate group, ensuring that they are in the zone of proximal development i.e. learning is not too hard and not too easy. The use of Direct Instruction programmes in small groups will help ensure that each student receives focused, systematic instruction tailored to their specific needs. Students will be assessed regularly to ensure progress is being made. This focus allows students to build a strong foundation in literacy and numeracy, key skills that are essential for success in other subjects and future academic endeavours.

**Accountability:** Student, parent and teacher/school accountability within MSNZ - Arapaki is vital to ensuring that acceleration goals are met, as it requires a coordinated effort from all three pillars. Roles and responsibilities are shared clearly with all: the student must be willing to attend MSNZ – Arapaki and to focus and work hard during their lessons, parents must get their student to school, teachers and assistant teachers must work toward the shared goal of maximizing student achievement, with clear expectations for student performance. MSNZ - Arapaki will regularly gather data on both teacher performance and student outcomes to identify and address problems that hinder progress. Student progress will be shared with parents on a regular basis, for example, ILP (individual learning plan) meetings, mastery test results, written reports etc. Teachers and assistant teachers will take part in regular training and coaching sessions ensuring they remain at the forefront of best teaching practices. These professional development opportunities will equip our staff with the latest strategies, tools, and insights, enabling them to effectively meet the diverse needs of our students. The commitment to accountability by all three pillars will create an environment where both instructional and behavioural expectations are clear and consistently reinforced, ensuring that all students can realize their full potential.

**Expert teachers:** Considerable time will be spent ensuring staff are suitable and able to contribute to our vision. This process includes presenting prospective staff with a slideshow that outlines our identity, values and the protocols for working within our school. Our focus is on how every aspect of our mission is centered on accelerating ākonga in their learning. By taking the time to communicate this from the outset, we ensure that we employ the right individuals for our school.

**Expert Senior Leadership team and governing body:** Our expert senior leadership team and governing body bring over 50 years of combined experience in education, ensuring strong and effective leadership for our school. Their extensive background equips them with the insights and skills necessary to drive our vision forward and support our commitment to excellence in teaching and learning.

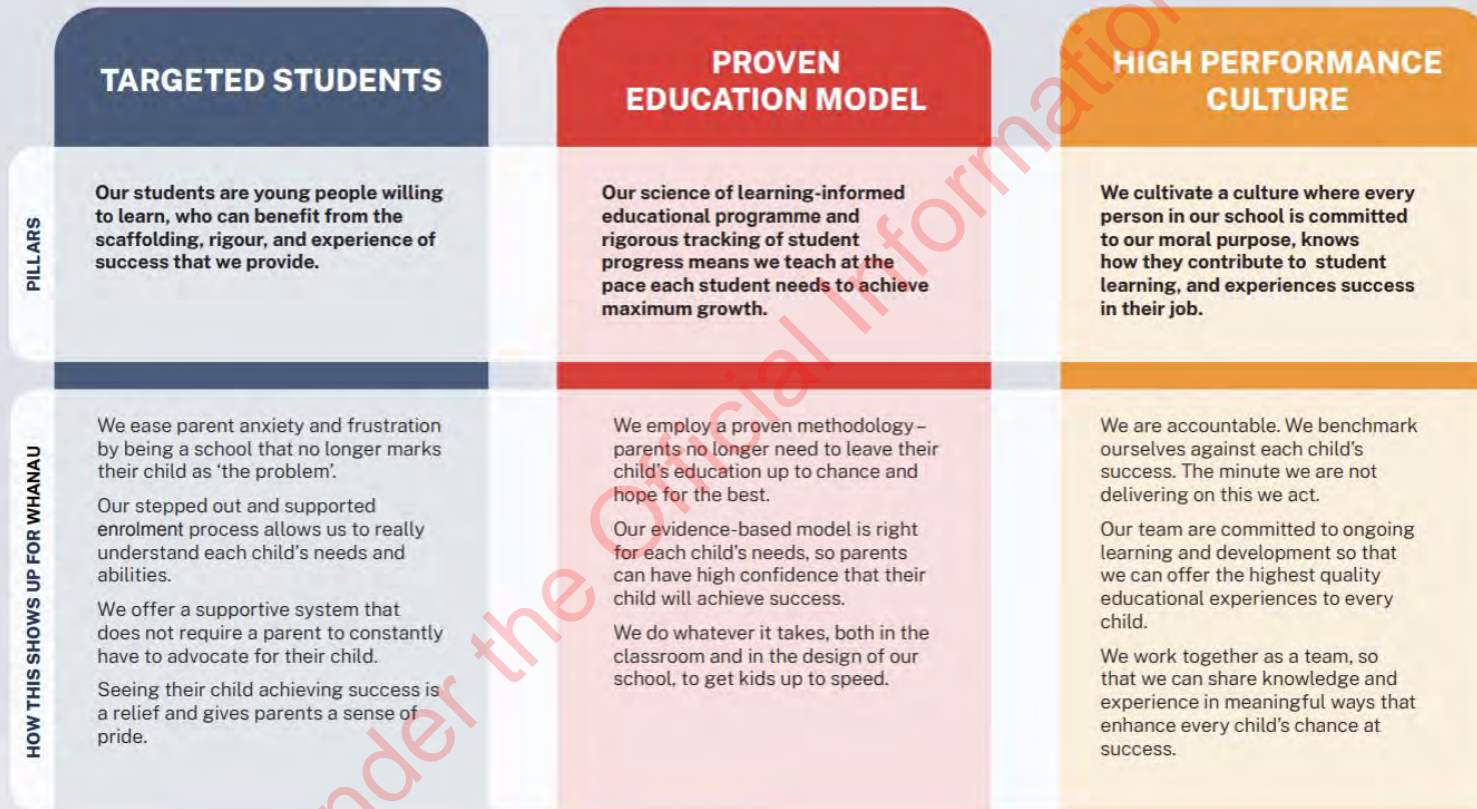
#### **Our Offer to Families/Whānau**

Please see our detailed [MSNZ – Arapaki Model](#) which succinctly describes all aspects of governance, teaching and learning, and in particular what we offer to whānau and ākonga.

## Our Offer to Whānau

Understanding how the pillars in the MSNZ - Arapaki Model show up for whānau helps us to define our 'Offer to Whānau'. These three pillars define our commitment to whānau and allow us to benchmark ourselves against how well we are delivering on our promise.

Māori cultural values and practices will be a part of everyday life at MSNZ - Arapaki. Whānau can expect to see, hear and feel Tikanga and Te Reo Māori. Whānau will hear staff using Te Reo Māori in our school in our everyday language. Whānau will feel tikanga in our daily practice.



We would also like to share a three minute [case-study video](#) on MSA. This video includes conversations with two parents whose children attend MSA.

### 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.

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 pay roll solution	B) Finance	C) Curriculum	D) Roll	E) Health and Safety
<p>Please see attached for <a href="#">staffing structure</a> and staff job descriptions for the following roles: <a href="#">principal</a>, <a href="#">master teacher</a>, <a href="#">class teacher</a>, <a href="#">assistant teacher</a>, <a href="#">admin roles</a> which describes our readiness for opening in Feb 2025. We have had a great deal of interest in staff wishing to work at MSNZ –Arapaki through our information sessions and FB and Instagram page. We have taken a recruitment approach where staff</p>	<p>MSNZ – Arapaki are looking forward to entering contract negotiations with the Charter School Agency. In preparation for this the following work has been done.</p> <p>Staff Individual Employment <a href="#">contracts</a> will be in place.</p> <p>Budget has been set as per the Financial Projections we have provided and ready for tracking.</p>	<p>At Mastery Schools New Zealand - Arapaki, the New Zealand Curriculum (NZC) serves as a foundational framework, guiding the delivery of key learning areas and competencies. This is complemented by our Direct Instruction programmes, which enhances the NZC by incorporating a targeted, mastery-focused approach to literacy and numeracy.</p>	<p>At MSNZ – Arapaki we understand (based on MSA) that smaller schools work well for students who have disengaged. We have leased a building that is suitable for this number of students. Our school roll will grow to a maximum of 210. Please find attached our projected roll based on current enrolments and expected growth <a href="#">Forecasted Student Population</a></p>	<p>MSNZ - Arapaki has adopted the Schooldocs suite of Policies including Health and Safety. This includes cyclical review of all Health and Safety documents pertaining to our school. Please see the <a href="#">Overview for Health and Safety for readiness for opening</a></p>

<p>are applying for positions through September and October and being interviewed and then accepting subject to approval of MSNZ – Arapaki with the Charter School Agency and the Authorisation Board. See here for <a href="#">MSNZ Careers</a> page on our website.</p> <p><b>Payroll</b></p> <p>We will use Smartly to manage our PAYE requirements. The useful thing about Smartly is that you pay your PAYE to Smartly while you pay staff their fortnightly wages, so you never have to worry about overdue PAYE. This is great for the Board as it reduces any IRD compliance and PAYE risk as it is all done via the online software service.</p> <p>Our accountant is highly experienced in setting up payroll and has registered the Company for PAYE and will ensure that all payroll requirements are met.</p>	<p>Start-up funding will be spent prudently to ensure the school has all the FF and E that are required to ensure ākonga have all the resources in place to begin learning and be safe at school.</p> <p>Financial Policies are set in place and shared with the Board, accountant and principal</p> <p>The school has opened a bank account with ANZ.</p> <p>We have also set up Xero accounting software and all invoices are now being entered automatically via the Hub Doc online system. (This means all invoices payable will be automatically uploaded into Xero so all can access and ensure they are paid on time).</p> <p>9(2)(b)(ii)  ████████████████████  ████████████████████  ████████████████████  ████████████████████  ████████████████████  ████████████████████  ████████████████████</p> <p>Please refer to in Question 1 part E for more information on the Heads of Agreement and affiliation agreement with Mastery Schools Australia (MSA).</p>	<p>Please find attached MSNZ - Arapaki's <a href="#">curriculum document</a> with full details of our curriculum overview, plan, timetable and assessment.</p>		
--	---	--	--	--

Released under the Official Information Act 1982

**10 a) Operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.**

10 a) MSNZ – Arapaki have summarised the many moving parts of opening a school onto a Gantt chart from stage 2 of the application process through to opening. [MSNZ – Arapaki Project Gantt sheet](#)

Purchasing Plan here with more detail [MSNZ Set Up Items](#)

MSNZ – Arapaki have already engaged with important partners to ensure the safe running of the school

We have joined up with Schooldocs since March this year to work on policy development and review.

9(2)(b)(ii)

[REDACTED] We are happy to share with the Charter School Agency how this will look for staff, parents and ākongā. See [attached](#) for more detail on our journey to date with Hero.

9(2)(b)(ii)

[REDACTED]. Some staff and student workbooks have been already purchased in preparation for the 2025 school year. A few of our staff are actively using these resources and practicing with small groups of students in schools. Feedback from staff and students has been incredibly positive, highlighting how the explicit teaching and Direct Instruction resources have not only improved understanding but also made learning more engaging and accessible. Please see here for a [video](#) of one of our teachers taking a Direct Instruction lesson in a local school.

9(2)(b)(ii)

[REDACTED]  
[REDACTED]  
We have gone through a procurement process for purchase of furniture and with assurance of stock and shipping capability for December to ensure that our school can open furnished in February. This is reflected in our budget as part of our start-up funding.

We have signed a lease subject to the approval of MSNZ – Arapaki and gone through resource consent and change of use. Once the contract is complete, we just have one compliance task booked in to do that is required from the fire engineers report. This is to add panic fasteners to the emergency doors.

We have engaged a transport consultant, during the resource consent process, to design a transport plan for the safe arrival and departure of our students.

**10 b Maintain your property and infrastructure within the funding allocation you will receive**

10 b) 9(2)(b)(ii)

[REDACTED]  
[REDACTED]  
Please see our [Maintenance plan](#)

**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.

**11 a How the strategy will enable and support monitoring against each performance measure in the framework**

**MSNZ-Arapaki Performance Management Strategy**

Outcome	Measure	Target/s	Reporting Tool/Method	Frequency
<b>Attendance</b>	Attendance at school	85% and above	Electronic attendance register ENROL with SMS HERO	Daily attendance report sent to principal with analysis of any concerning or unexplained absence to form action plan.

Our enrolment policy states that we accept students who want to come to MSNZ – Arapaki. It is imperative that children and families understand and make their choice to attend with all the information available about what we can offer. During our enrolment process we will spend time with each whānau explaining who and what we are and what we are not. Please see our [Fact Sheet](#) that we had ready for our information nights held in August and September. MSNZ - Arapaki understands that many of the learners who will be coming to our school will have previously had some issues with attendance. It is our aspiration to make attending MSNZ - Arapaki very appealing. We will have a multi-pronged approach to ensuring maximum attendance and we aim for 85% plus.

On enrolment the principal meets with every whānau and explains how the kura works and how we (staff) will make sure the learning is exactly at the correct level for the child. That the child will be able to do the work and feel success in learning from day one. The principal explains that this is a great school that promises to help with the child’s learning, BUT for that to happen the principal expresses that we need the student to come to school every day. The principal explains that for the student to come to MSNZ – Arapaki we need and expect the child to want to come to the school and to agree that they will come along and put in the effort.

To support attendance of children who have been known to struggle with attendance, they are literally met at drop off point by a support worker and supported into school. MSNZ - Arapaki ratios of staff to student enables our learners to be well supported at this crucial time and throughout the day.

Based on MSA we know that to reach target student outcomes high attendance is crucial. The average attendance rate for the whole school as a percentage in 2023 was 82%. Students who attend MSA have various contributing factors which influence attendance. Non-Attendance Management Mastery Schools Australia has implemented a Managing Student Attendance policy where the importance of attendance is discussed with each parent during the enrolment period. The policy provides insight as to why MSA believes attendance is one of the most important factors in aiding students to gain mastery throughout their education. In line with the policy, parents/caregivers are kept accountable to ensure that their child is provided with every opportunity to attend school. In the event of a student being absent, parents/caregivers are required to provide legitimate reasons as to why their child is not at school. Should the student’s absence exceed more than one day without a valid reason, the school’s Principal will intervene. To assist in encouraging and maintaining a high attendance rate, MSA has established a safe and supportive school environment that promotes positive relationships with students and families and MSNZ – Arapaki will follow the same procedures.

MSA have an enrolment policy around attendance that is strictly adhered to. MSNZ – Arapaki will be replicating this enrolment and attendance policy. MSA’s attendance rates are

sitting at between 80% for year 7-10 and 86.6% for year 4-6. Please note this is from 2022 as the 2023 Annual Report is yet to be published.

Please see our attached enrolment and attendance policies. Our policies are all available on SchoolDocs (<https://mastery.schooldocs.co.nz> 9(2)(k)) and we have engaged with Hero to be our Student Management System.

[MSNZ Attendance Policy](#)

[Enrolment and Eligibility Policy](#)

The team at Pou Whirinaki Ōtautahi (attendance support) have been in touch with MSNZ - Arapaki to establish a pathway forward for students on their roll who could benefit from being enrolled at MSNZ - Arapaki. They fully endorse our school and are grateful for having another connection to help ensure the engagement and success of some of our most vulnerable tamariki.

Educational Psychologists from the Ministry of Education have been in touch to talk about how MSNZ - Arapaki can support tamariki who have disengaged from school and how we can work together to support these children.

Outcomes	Measures – standard Minimum Performance Threshold	Target	Method	Reporting
<b>Student Achievement</b>	<p><b>Reading –pānui</b></p> <p>Standard – 80% at or above</p> <p>EQI group – “fewer barriers” – 70%</p> <p>EQI group – “moderate barriers” – 50%</p> <p>EQI group – “more barriers” – 30%</p> <p><b>Writing-tuhituhi</b></p> <p><b>Maths-pangarau</b></p> <p>Standard – 80% at or above</p> <p>EQI group – “fewer barriers” – 35%</p> <p>EQI group – “moderate barriers” – 35%</p> <p>EQI group – “more barriers” – 25%</p>	<p>All our students will be below their expected year level on entry to MSNZ-Arapaki which means that they have been progressing at less than a year’s progress for each year of learning. It is our target that 100% of students will make a minimum of 1 year’s growth in 12 months from their entry testing point.</p> <p>When we understand the EQI index for our kura we propose setting targets for the number of ākonga who we would progress from “well below” to “below”, and “below” to “at” once we understand where in the</p>	<p>Corrective Reading Test</p> <p>YARC Reading Test</p> <p>DASH Handwriting Test</p> <p>No More Marking Writing Assessment</p> <p>Spelling Mastery Test</p> <p>Test of Written Spelling 5</p> <p>Rocket Math</p> <p>UK Multiplication Tests</p> <p>Key Math</p>	<p>Bi-annual and Annual</p> <p>Whānau will have live reporting options for testing and progress. This is being developed currently.</p>

		continuum of progress our ākonga are. We will strive to meet the minimum performance thresholds and wish to be transparent if we have large numbers of ākonga who are “well below” and therefore require more time to achieve the threshold.	PAT MathTest Connecting Math Concepts Assessment ILP file Observations Staff survey  *We will discuss the use of PAT ‘s and/or e-asTTle assessments as part of our contract.	
--	--	--	--	--

MSNZ – Arapaki have created an [Implementation Plan of Key Performance Measures](#) for MSNZ – Arapaki 2025 which underpins our strategy for raising academic achievement. We see this as a key part of our vision to support children to reach their full potential. In this strategy document we list the priorities to lift student academic achievement, the actions we will take for maximum benefit to the students, key performance measures and evidence to support the meeting of these measures, who is responsible for meeting the measures and what resources are required.

<b>Financial Performance</b>	<b>Financial Health Key Indicators</b>	<b>Individual targets against each indicator</b>	<b>Annual self-audit and follow up report in December</b>	<b>Bi-annual – June and December</b>
	Annual Budget Plan Completed and signed off at Board Meeting Prior to Year Commencing.	Budget Planning start in Q3.	Included in Annual Report	This will be reported quarterly to Board and Shareholders.
	Target set of 25 new akonga per Term for first 7 terms until we get to 210 (7 classes).	50 new leads per term per our CRM system, with goal of enrolling 50% of each lead.	Included in Annual Report	This will be reported quarterly to Board and Shareholders.
	Monthly and Quarterly Performance versus Budget.	Actual results outperforming budget each Quarter.	Included in Annual Report	This will be reported quarterly to Board and Shareholders.
	Quarterly Review of each of 4 key expense items, being teaching staff, AT Staff, Resources and Occupancy versus Budget.	Actual results outperforming budget each Quarter.	Included in Annual Report	This will be reported quarterly to Board and Shareholders.

	<p>Review Quarterly Cashflows Versus Budget.</p> <p>3 Month Cash Reserves Minimum.</p>	<p>Actual results outperforming budget each Quarter.</p> <p>Cash buffer maintained each month.</p>	<p>Included in Annual Report</p> <p>Included in Annual Report</p>	<p>This will be reported quarterly to Board and Shareholders.</p> <p>This will be reported quarterly to Board and Shareholders.</p>
<p><b>Standard Minimum Compliance (SMC)</b></p>	<p><b>Measures</b></p> <p>Minimum of 75% of certificated teachers employed - met</p> <p>Student enrolment requirements- Enrolment policy already provided.</p> <p><u>School day hours</u> and <u>term date</u> requirements</p> <p>Record keeping and data management – Hero SMS already engaged</p> <p>Insurance – <b>answered above</b></p> <p>Transport provision requirements (if applicable) N/A at this stage</p> <p>Staggered pick up and drop off as part of Resource Consent</p> <p>Property – building warrant of fitness part of Property Maintenance plan already provided.</p>	<p><b>No Targets here.</b></p> <p>Standards must be met for school operation and are part of schooldocs policies and procedures.</p>	<p><b>Method</b></p> <p>Annual self-audit including a sponsor assurance statement and a self-audit check.</p>	<p><b>Reporting</b></p> <p>Annual self-audit in June.</p>

11 b How will you manage the early identification of issues and risks and what preventative measures will you take to address these?

Early Identification	Preventative Measures of issues and risks	Responding
Learnings from Mastery Schools Australia	9(2)(b)(ii) [Redacted] [Redacted] [Redacted] [Redacted]	9(2)(b)(ii) [Redacted] [Redacted] [Redacted] [Redacted]
Not getting expected enrolments	<p>Building safe and effective culture quickly.</p> <p>Welcome week for whānau to meet and build relationships with each other</p> <p>Excellent marketing strategies</p> <ul style="list-style-type: none"> <li>- Word of mouth</li> <li>- Tours of school</li> <li>- Teach the parents night</li> <li>- FB marketing</li> <li>- 9(2)(b)(ii) [Redacted]</li> <li>- [Redacted]</li> <li>- Principals group to refer</li> </ul>	<p>Proactively contacting principals' group for referrals</p> <p>Attending regular Kāhui Ako, RTLB meetings</p> <p>Increased marketing contingency plans – that we haven't had to use yet such as bus backs, radio, Chris Lynch. We have a budget that we haven't had to tap into very much yet because of the word-of-mouth interest and response to social media marketing.</p> <p>Being as frugal as possible whist, we build our roll and reputation e.g we are having no frills furniture and only buying only the tools we need for the job with no bells and whistles as our priorities are funding the right number of staff and having the right resources.</p>
Experienced staff who notice, prevent and respond to issues before and as they arise.	Regular Meetings – where issues and risks are a standing agenda item.	On the spot responding to issues and risks as well as scheduled agenda items. An example of this is procedures to ensure the smooth running of the school, such as staggering of break times between juniors and seniors.
Weekly full staff meeting - as a start-up it's an expectation that every staff member brings a preventative measure to	Each staff member brings a – 'keep doing', 'start doing' and 'stop doing' to every weekly meeting. In small groups these	This responsive action of asking all staff at every level to bring a start, stop and keep doing action to a meeting

the meeting.	are discussed and as a group they decide which one to share with the full staff to make a change.	means that every staff member is responsible for improving operations and caring for the outcomes for our ākonga and creating a safe and happy school.
Finance meetings with principal (9(2)(a)) and Director Dave Jessep to track cash flow and make adaptations.	Scheduled monthly meetings to track financial performance. Procurement processes and using skillset of the community to access best possible deals and opportunities.	Use of prior experience opening a school examining what are the absolutes that affect learning outcomes and what are the 'nice to haves. Learning from Australia's reflections on tracking cash flow and keeping an eye for any potential overspends. E.g tracking staffing closely especially with AT's schedules
Children's response to learning in first term or two.	Building stamina together and slowly. Owning that great learning can be hard but we are doing it! Rewarding achievement and effort with positive postcards and having short regular breaks.	Flexible and able to adjust to pace. Check in with Australian leaders for advice on responding and stretching.
Parents response to children's learning and children's emotional response in first term or two.	Having a 'teach the parent' night early in the first term and then repeat in term 2 with opportunity for new parents to come along. Parents can see firsthand what we are doing, how it feels, what it looks like and how it's delivered.	Regular dialogue, open and transparent communication. Invite whānau in. Share regular milestones, videos, positives, and learnings.
Staff's response to learning in first term or two.	Training in December with founders of MSA – Toni and Michael Roberts. Further training and set up by starting early in Term 1. 10 <sup>th</sup> January start for training, set up and planning. Regular start, keep and stop meeting with the staff.	In situ coaching model with short, impactful coaching and responding. Wrap round support from sponsor and SLT. Growth culture where we spiral up and support each other through training in direct and explicit instruction. Strong communication model with staff and whānau.
Social and emotional issues with students	Pre-empting with careful identification and mitigation of potential issues from discussion at the enrolment interview. Regular start, keep and stop meeting with the staff. Individual Learning Plan for each child and shared model of helping children use self-regulation strategies.	Support worker available to students helping reset and then back into class. High ratios of staff to students to assist with acknowledging need for a reset and then helping settle. Whānau partnering with the school in responding and setting the expectations for responding, reframing and resetting. Building resilience and self-discipline is one of our values and this will be evident in our response and intervention. Collaborating with other allied health professionals to support staff to support students – e.g speech language

		therapist or occupational therapist.
Behavioural issues	<p>Excellent teaching of direct and explicit instruction</p> <p>Short reset breaks</p> <p>Teacher/student game incentive</p> <p>Support worker input</p> <p>Parent/child input and meeting.</p>	<p>After trying all normal self-regulation options and child is not able to reset, sticking to enrolment policy and guidelines if children aren't choosing to learn that day they will go home.</p> <p>Reset the next day.</p>
Attendance – lower than expected for individual students	<p>Meet and greet at the carpark for at risk students.</p> <p>Whakawhanaungatanga time to start the day from 8.15-8.30 to allow students to settle and practice mindfulness before structured learning begins.</p> <p>Identified strategies between whānau and school for attendance at risk students.</p> <p>Keeping to the fidelity of the programme. Children with learning difficulties responding to the safe and predictable teaching and learning.</p>	<p>Co-constructing a plan for individuals with staff and students.</p> <p>Assistant teachers meet ākongā in the carpark and bring into class.</p> <p>Holding expectations of our enrolment and eligibility policy.</p>
Awareness and engagement with education community.	<p>Joined principal groups – local Kāhui Ako</p> <p>Christchurch Primary Principals Association (CPPA) involvement – have offered to speak at next meeting to share concept of MSNZ – Arapaki.</p> <p>Collaboration with University of Canterbury with teacher education.</p> <p>Engagement with Ed Psych's from MOE to build awareness of MSNZ –Arapaki.</p> <p>Attendance Services have reached out to form a relationship with us and this will be a further avenue of referral.</p>	<p>Relentlessly positive approach to working with our mainstream colleagues.</p> <p>As the school grows and settles into our pedagogical approach, invite educators and wider community to visit and observe.</p> <p>MSNZ – Arapaki would love to see mainstream schools engaging with direct and explicit instruction and will assist with training with this in the future.</p>

Risks we have already identified

Risk	How Identified	Preventative Measures	Response
<p><b>Community pushback:</b> The introduction of a charter school may face opposition from local public schools or community members concerned about diverting resources or impacting traditional school systems Competition with Public Schools</p>	<p>Knowledge of views in mainstream education and media representation.</p>	<p>Sticking to our moral imperative and vision for the school.</p> <p>Experienced staff working with education community to break down barriers. We have already engaged local community throughout the application process and have strong support to date.</p>	<p>Transparent and open communication. Working together to support ākonga.</p>
<p><b>Strained relationships:</b> Charter schools can create competition with traditional public schools, leading to tensions in communities over resources, funding, and student enrolment.</p>	<p>Observations of other educational institutes response toward MSNZ – Arapaki.</p>	<p>Share learning model from the outset. Invite opportunity to share and reiterate mission to help disengaged and academically distressed ākonga so they can re-enter mainstream education with confidence.</p>	<p>Relentlessly sticking with vision, mission and values of the school.</p> <p>Sharing resources where possible, opening doors for tamariki MSNZ –Arapaki can support.</p> <p>Being part of education community through attending and contributing to Kāhui Ako meetings.</p>
<p><b>Lack of support:</b> from local iwi and hapu which impacts ongoing Māori underachievement in the education system.</p>	<p>Experience of principal in building reciprocity and genuinely seeking guidance and working in partnership. We are already working with Mana Whenua in an authentic way and will continue to.</p>	<p>Engage early, meaningful korero to seek genuine partnership.</p>	<p>Ongoing engagement and reciprocity of authentic support and dialogue.</p>

<p><b>Teacher burnout:</b> Charter school teachers often face longer working hours and greater demands, which can lead to higher rates of burnout and turnover.</p>	<p>Wellbeing plan in place for care of staff.</p> <p>Early identification of stressors for teachers. Building stamina together. Recognising and acknowledging the demands.</p>	<p>Staff employed from the beginning to prepare for the term 5 roll. This means staff can learn together while roll is lower. Staff and students build confidence and unity while numbers are lower. As the roll grows students who join in term 2,3 and 4 can slot into an existing culture and pedagogical model and can integrate seamlessly into the school environment. This is a planned strategic approach.</p>	<p>Sponsors and leadership team monitor staff wellbeing.</p>
<p><b>Public relations:</b> Negative media coverage of charter school failures or scandals can lead to mistrust from the community and affect student enrolment.</p>	<p>Dedicated communications advisor to have finger on the pulse regarding media coverage on Charter Schools.</p> <p>Communications advisor promoting positive stories of our school to our community and beyond.</p>	<p>Sponsor to retain communications advisor to be dedicated to the positive communications avenues available to the school.</p> <p>Front foot positive stories of engagement, achievement and wellbeing in our school to share with community and on social media.</p> <p>Emphasise community, culture, vision, values and mission of the school wherever there is an opportunity to do so publicly.</p> <p>Ensure children's experiences are such that they can talk positively because of their experience. Share these stories in short reels on social media.</p>	<p>Strategic response to any negative press with brick batting any unnecessary engagement with the press and building up local community engagement.</p> <p>Create a culture where whānau are sharing the mission, values and experience they have through word of mouth with other parents.</p>

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.

12) We're modelling our school on the success of MSA. They have a tried, tested and constantly improving school. During our training with them we have captured so much about the reality of this high functioning and high expectations school. It is our mission to replicate this with our flavour of Aotearoa and ensuring our culturally responsive lens. 9(2)(ba)(i)

When visiting MSA, we interviewed an array of staff/families that make up MSA – the students, families, the assistant teachers, the support workers, the teachers, the founders, leadership team and the admin staff. We were able to get a thorough understanding and insight into the roles and responsibilities and all staff and see how they all contribute to the success of the school. Please see below a selection of interviews that we recorded and have used for our presentation nights and to show potential staff members at MSNZ - Arapaki.

[Interview with a classroom teacher](#)

[Interview with an assistant teacher](#)

[Interview with a support worker](#)

[Interview](#) with and [a letter](#) from a student

A parent from New Zealand, 9(2)(a) contacted us to say how emotional she was that we were starting MSNZ – Arapaki 9(2)(a). We wanted our families to get a feel for the true reality of the school by creating this video for them and this was especially meaningful as Jake is from New Zealand and plans to return once he has made the progress to return to mainstream school. Here is [A Day in the Life of 9\(2\)](#) which shows a typical day at MSA for 9(2)(a) his friends. We also have an [Interview with 9\(2\)\(a\)](#) which has been very well received at our information sessions.

[MSNZ - Arapaki](#) is an online version of our Information Evening presentation.

**Intentions for the Next Ten Years - where will we be and what will we have achieved?**

In ten years, MSNZ - Arapaki aims to be a thriving, successful school community meeting the needs of learners who require targeted support. We expect to see significant academic acceleration for all enrolled students, with our data projecting progress of 1.7-2.7 years within a single year. Once students reach academic readiness—demonstrating fluency in reading, proficiency in writing and understanding mathematics at their expected age level—along with emotional readiness, they will transition back into mainstream schools, thriving at their own pace. To facilitate this, MSNZ – Arapaki will employ a dedicated transition teacher to support each learner’s journey back into mainstream education.

MSNZ – Arapaki will maintain a structured environment that promotes academic rigor. Trainee teachers will have the opportunity to learn and work within our school, equipping them with evidence-based training in the Science of Learning and direct, explicit instruction. As they enter the teaching profession, they will be prepared to implement these methods in their own classrooms, further enhancing educational practices across New Zealand.

We anticipate that MSNZ – Arapaki will expand, with additional schools opening in other locations around the country. We also expect many families to share stories of appreciation for

the chance to enrol their children in a school that offers the learning approach best tailored to their child's needs.

MSNZ – Arapaki will work collaboratively with mainstream educators, offering academic intervention to the students who need it most and serving as a hub for teachers and allied professionals to learn about the Science of Learning and evidence-based teaching practices. We hope the success of MSNZ – Arapaki and similar schools will contribute to a broader re-evaluation of the education system across New Zealand, promoting student achievement and equity nationwide.

We anticipate that MSNZ will be recognised as a successful academic intervention school and a kura of choice for ākonga who have disengaged or have academic distress.

Released under the Official Information Act 1982

#### 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.

We would appreciate the opportunity to discuss measures and targets further. Our school has high aspirations to accelerate achievement for our ākonga, and we would like to engage in dialogue with the Charter School Agency and/or ERO about setting aspirational targets and measures that align with the starting points of our tamariki.

Additionally, we would welcome a conversation about any potential funding support available to our school, particularly to support children with additional learning needs.

Released under the Official Information Act 1982

**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.

No changes

Released under the Official Information Act 1982

Part Six. Application Declaration		
Topic	Declaration	Applicants' Declaration
<b>Please see <a href="#">here</a> for a copy of the signed declaration.</b>		
<b>Application Process, Terms and Conditions:</b>	I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them.	[agree / disagree]
<b>Collection of further information:</b>	<p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> <li>• collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee.</li> <li>• use such information in the assessment of this Application.</li> </ul> <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>	[agree / disagree]
<b>Use of Information:</b>	The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.	[agree / disagree]
<b>Draft Agreement:</b>	The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.	[agree / disagree]
<b>Conflict of Interest declaration:</b>	<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 / disagree]
<b>Details of conflict of interest:</b> [if you think you may have a conflict of interest briefly describe the conflict and how you propose to manage it or write '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.**

<b>Signature:</b>	[insert]
<b>Full name:</b>	[insert]
<b>Title / position:</b>	[insert]
<b>Name of organisation:</b>	[insert]
<b>Date:</b>	[insert]

Please see [here](#) for a copy of the signed declaration.