



SPORT AND TECHNOLOGY ACADEMY OF NEW ZEALAND

CHARTER SCHOOL APPLICATION

Part 2, May 2025

PURPOSE

1. WHAT IS YOUR VISION FOR EDUCATION AT YOUR SCHOOL AND HOW DOES IT RELATE TO SUPPORTING YOUNG PEOPLE?

For a country of 5.2M people, New Zealand performs remarkably on the world sporting stage. New Zealand knows how to do high performance sport: rugby, cricket, athletics, sailing, rowing, canoeing, equestrian, cycling, bowls - New Zealand has a reputation for sporting excellence across multiple codes.

The Wellington Phoenix' Football Academy is Australasia's most successful football academy. Since 2015 it has produced 97 male football internationals, 35 female football internationals, and 18 professional footballers in the just the past 12 months. By combining the Phoenix' expertise in football development and partnering with best of breed development in other codes, we can develop the Sport and Technology Academy of New Zealand to offer a multi-code exceptional NCEA based education.

Our vision for the Sport and Technology Academy of New Zealand (STANZ) is to build an exceptional high school for athletes to ensure that talented young individuals are not forced to choose between their education and their athletic dreams. Many student-athletes struggle in traditional school environments that do not accommodate the demanding schedules and physical commitments of serious training. A purpose-built institution would offer a balanced curriculum that integrates rigorous academics with world-class athletic development, providing flexible scheduling, personalised support, and access to top-tier coaching and facilities. By fostering both intellectual and physical growth in a supportive complementary environment, STANZ can help students maximise their potential, avoid burnout, and stay on a path toward college scholarships, professional careers, or lifelong excellence in sport and life.

STANZ will provide top-tier training and academic support for aspiring athletes across a wide range of disciplines: initially football and rugby, but New Zealand's unique experience in being able to develop young athletes means the school will scale to other codes: cricket, golf, basketball, league, track and field, sailing, and more.

The New Zealand Campus of Innovation and Sport (NZCIS) will be a partner with the school in it's area of specialised sports training. NZCIS is a state-of-the-art facility located in Upper Hutt, designed to support high-performance sports. Spanning over 18 hectares and the ability to gather one million data points every 90 minutes per player, the scope of NZCIS involved first consulting with the Foundation Members – of which Wellington Phoenix is one - but also the assembly of ideas and minds from no less than 35 international sports organisations to include: Manchester United, NY Giants, Chicago Bulls, NY Yankees, West Coast Eagles, Paris St Germain, Manly Sea Eagles, UFC, NZ Rugby, San Diego Padres and Red Bull. The resulting facility is a world-leading training facility built on pillars of health, wellness and sports development.

The exciting prospect for the school is the ability to use the facilities and, importantly, the world leading technologies inherent in the centre as part of student knowledge and skill development. Combining data and 'real life' professional athletes gives an unprecedented learning opportunity which has the potential to develop outstanding sport scientists and data analysts – crucial emerging roles in professional sport

NZCIS' state-of-the-art facilities at therefore will enable the school to foster a balanced environment where students can excel both athletically and academically. With individualised training programs, performance analysis tools, and strong partnerships with national sports organisations, the school ensures that each student-athlete receives the resources and guidance needed to reach their full potential, both in their sport and academically. Its commitment to excellence will it a launchpad for future champions and sports professionals. Our educational approach is designed to be holistic, future-focused, and flexible, offering students a wide range of career and life pathways.

We will integrate a rigorous academic curriculum with elite sports training, ensuring that students are not forced to choose between their passion and their education. Our programs intentionally expose students to diverse opportunities within the broader sports ecosystem so that they can envision fulfilling futures in multiple professions related to their interests.

In addition, we place a strong emphasis on developing transferable life skills—such as leadership, communication, teamwork, time management, wellness, and resilience—which are not only critical in sporting contexts but also highly valued across all professional sectors. These skills will be embedded into both the classroom and training environments, helping students grow into well-rounded, confident individuals capable of adapting to the changing world.

2. WHAT MOTIVATES YOU TO ESTABLISH THIS SCHOOL AS SPONSOR?

Our vision is to support young people in becoming resilient, capable, and purpose-driven leaders who are prepared for life, intentionally contributing to their community—whether on the field, in the boardroom, in the media. We believe education should expand a young person’s sense of what is possible, and our school is committed to nurturing that potential through both academic excellence and athletic disciplines.

New Zealand has no dedicated sports school. To maximise a young athlete’s development, training at optimum times is essential: this is when the body and mind are most primed for physical activity, and this can significantly enhance performance, recovery, and consistency. For young people this is during daytime hours – notably between 10am and 4pm. Combine this with athletes’ competition often falling within traditional inflexible school time, and there is a point of tension between young athlete development and education. A sport focussed school would work to balance these and ensures that aspects of a student’s development are balanced.

By accessing the knowledge that exists in sports development in New Zealand we can provide an incredible opportunity for young students to maximise their potential across many sports and at the same time achieve academic progression, particularly in technology.

We know we can-do high-performance sport development. At NZCIS we have access to a world leading training facility with education infrastructure. We are passionate about helping young New Zealanders fulfil their potential – this is exemplified by the hugely successful Wellington Phoenix Football Academy. We know that we can do better with the right educational framework wrapped around students who also have a sports inclination.

This is a unique opportunity to build something special, successful and visionary for the future of young New Zealanders. We are ready to take this opportunity and run with it!

3. WHAT ARE THE KEY EDUCATIONAL FEATURES OF YOUR PROPOSED CHARTER SCHOOL | KURA HOURUA INCLUDING (BUT NOT LIMITED TO):

- 1. SECONDARY QUALIFICATION SYSTEM (IF APPLICABLE)**
- 2. CULTURAL APPROACHES**
- 3. CURRICULUM APPROACH**

Our innovative sports-focused curriculum is designed for students dedicated to a sport and seeking a professional, vocational and or an academic pathway. At the heart of our program is the commitment to hone physical and mental skills, and also to cultivate additional competencies that are crucial for success in professional sports. The curriculum we offer will be NCEA and will provide academic rigor, while offering flexibility for sporting development and commitments.

Our cultural approach is grounded in the unique context of Te Whanganuo-a-Tara, Aotearoa and guided by the values of whakapapa, manaakitanga, and whanaungatanga. Engagement with whānau and purposeful relationships with iwi are foundational to our model. We are committed to a culturally relevant, strengths-based pedagogy that affirms identity, fosters belonging, and supports student success. We will provide opportunities for education in tikanga and Te Reo Māori to support environments that develop respect and leadership.

Our curriculum takes a distinctive approach by integrating the New Zealand Curriculum within a project-based learning framework that is both flexible and contextually relevant. We prepare students to excel in sport and life through a holistic focus on financial literacy, leadership, healthy relationships, mental health, nutrition, physical well-being, and mentorship. Through partnerships with national sporting bodies, students receive 2–3 specialised coaching sessions each week. This coordinated model ensures alignment with clubs and regional programmes, reducing political interference and allowing us to adapt to the diverse sporting pathways and ambitions of our students.

4. WHY IS THIS IMPORTANT FOR THE COMMUNITY (INCLUDING COMMUNITIES OF INTEREST)?

This educational approach is important for the broader community because it nurtures well-rounded young people who are prepared to contribute meaningfully—whether through sport, leadership, service, or innovation. A school that integrates academic excellence with high-performance sport has the power to engage and inspire not only individual students, but also the communities they belong to.

By supporting students in pursuing diverse career pathways beyond elite competition, we help build a resilient local workforce that contributes across sectors such as health, education, sport, media, and community development and has direct benefits to community wellbeing and cohesion.

For communities of interest, particularly sporting clubs, regional associations, and cultural groups, our school will act as a hub that develops skilled individuals who can return and give back—whether by mentoring, coaching, promoting active lifestyles, or leading community initiatives. In doing so, we strengthen not just individuals, but the fabric of our sporting and social communities.

This model offers accessible role models and clear pathways for young people — particularly those in regional or underrepresented communities — who may not see traditional academic tracks as reflecting their strengths or passions. It affirms their interests while maintaining academic rigour and reduces disengagement by connecting learning to real-world goals and future opportunities.

In short, our vision is not only about individual student success but about growing communities that are healthier, more connected, and more empowered through the development of capable, compassionate, and future-ready young people.

CONTRIBUTION

5. HOW WILL THIS SUPPORT PARENTAL CHOICE OR ENHANCE THE LEARNING OPPORTUNITY FOR FAMILIES/WHĀNAU?

Our educational model supports parental choice by offering a unique and integrated pathway that combines high-quality academic learning with elite-level sporting opportunities—something not commonly available in

traditional school settings. For families and whānau who value both education and sport, this school provides the opportunity to pursue both in a balanced, structured, and meaningful way, without having to compromise one for the other.

Parents are increasingly seeking schools that recognise and support their child's individual strengths, interests, and aspirations. By offering a curriculum that caters to a wide range of sports-related and academic career outcomes—not just professional sports—we give families confidence that their child is receiving an education that is relevant, future-focused, and grounded in real opportunities. This is especially reassuring for whānau who want to know that, wherever their sporting journey leads, their child will be equipped with transferable, lifelong skills.

Our strong emphasis on holistic development—incorporating leadership, wellbeing, time management, and resilience—enhances the learning experience not just for students, but for families as a whole. Regular engagement with whānau through pastoral care, progress tracking, and open communication ensures that parents remain active partners in their child's growth.

For Māori and Pasifika families and other culturally diverse communities, our model also offers the potential to honour cultural values such as whanaungatanga (relationships), manaakitanga (support), and collective achievement—through team-based learning, mentoring, and inclusive practices that reflect the importance of community in a young person's success.

6. HOW WILL THE SCHOOL POSITIVELY IMPACT ITS STUDENTS AND CONTRIBUTE TO THE WIDER SCHOOL NETWORK / EDUCATION SECTOR?

1. **HOLISTIC STUDENT DEVELOPMENT** – Combines academic excellence with elite sports training to nurture well-rounded individuals equipped for diverse futures.
2. **CAREER PATHWAY EXPANSION** – Exposes students to a broad range of sports-related and academic careers, ensuring options beyond professional athleticism.
3. **IMPROVED ENGAGEMENT AND RETENTION** – Connects learning to students' passions, increasing motivation, reducing disengagement, and improving attendance.
4. **LEADERSHIP AND LIFE SKILLS** – Actively builds key transferable skills such as leadership, communication, time management, and resilience.
5. **EQUITY OF ACCESS** – Provides a tailored educational model that supports students from diverse backgrounds, including regional and underserved communities.
6. **ROLE MODEL DEVELOPMENT** – Equips students to become future leaders, coaches, and mentors in an environment of manaakitanga and whanaungatanga who can give back to their communities, inspiring others.
7. **INNOVATION IN CURRICULUM DESIGN** – Pioneers flexible blended learning approaches that not only meet student needs but also serve as a model for innovation across the education sector.
8. **SECTOR COLLABORATION** – Contributes to professional networks by sharing best practices in athlete-student wellbeing, interdisciplinary learning, and flexible scheduling.
9. **SUPPORT FOR REGIONAL TALENT PATHWAYS** – Strengthens local and regional sport development structures through partnerships with clubs and associations.
10. **PROFESSIONAL LEARNING OPPORTUNITIES** – Offers a platform for staff to develop expertise in combining academic and athletic education, supporting sector-wide growth in specialised pedagogy.

FINANCIAL ACUITY

1. PROVIDE AN INDICATION OF YOUR FINANCIAL VIABILITY THROUGH A PROFIT/LOSS (P&L), CASH FLOW AND BALANCE SHEET FOR EACH YEAR OF YOUR FIRST THREE YEARS OF OPERATION.

Financial statements attached in Appendices.

TO NOTE

Funding will be strategically allocated to key operational areas that are essential to the effective functioning and long-term success of the school. These allocations are aligned with the school's mission and strategic goals, ensuring that all core functions are adequately supported.

1. **STAFFING AND SALARIES**

- **Personnel Costs:** A substantial portion of the budget will be dedicated to staffing, covering salaries, employee benefits, and associated costs. This ensures the school can attract and retain high-quality staff required to deliver its educational and sport vision.
- **Professional Development:** Investment in ongoing training and professional development will enhance staff capability, support continuous improvement, and maintain excellence in teaching and learning.

2. **INFRASTRUCTURE AND PROPERTY**

- **Technology and Equipment:** Funding will be used to acquire and maintain the technology, devices, software, and tools necessary to support learning and daily operations.
- **Facilities:** A suitable leased property has been conditionally secured to provide a fit-for-purpose learning environment that meets the needs of students and staff.

3. **PROGRAM DEVELOPMENT AND DELIVERY**

- **Curriculum and Learning Resources:** Funds will support the development of high-quality curriculum materials, teaching aids, and resources required for effective program delivery.

4. **ADMINISTRATIVE AND OPERATIONAL COSTS**

- **Office Operations:** Essential operational expenses—such as office supplies, administrative systems, and day-to-day service costs—will be funded and supported through existing systems provided by the parent organisation to ensure smooth and efficient organisational function.
- **Compliance and Protection:** Adequate provision will be made for insurance and legal services to ensure regulatory compliance and mitigate potential risks.

5. **MARKETING AND COMMUNITY ENGAGEMENT**

- **Promotion and Outreach:** Resources will be allocated to marketing, communications, and outreach efforts across NZ to promote the school, build community connections, and ensure that children who would benefit from the school's unique offering are aware of and can access it.

Through careful and strategic allocation of funds across these operational areas, the school will be positioned to operate effectively, support student success, and deliver on its mission to provide a high-quality, sport-integrated education. With the existing MOE approved boarding facilities at NZCIS, nearby geographic boundaries will not limit students interested in this provision.

2.

DESCRIBE STRATEGIES TO ENSURE LONG-TERM FINANCIAL SUSTAINABILITY, INCLUDING PLANS FOR FINANCIAL OVERSIGHT AND ACCOUNTABILITY.

We are committed to maintaining long-term financial sustainability through a combination of strategic partnerships, disciplined financial management, and strong governance practices.

1. **STRATEGIC PARTNERSHIPS**

We will actively pursue partnerships with local businesses and community organisations to secure sponsorships and in-kind contributions. These partnerships will support our ability to provide resources and services for children across Aotearoa, particularly within their local communities. We have a strong relationship with local iwi, Te Atiawa, who in turn have relationships with Ngāti Raukawa and Ngāti Toa Rangatira.

2. **RESPONSIBLE BUDGETING**

A comprehensive annual budget will be developed in alignment with the organisation's strategic priorities. Regular financial monitoring and reviews will ensure that spending remains on track, allowing for timely adjustments and maintaining alignment with financial goals.

3. **FINANCIAL RESILIENCE**

We will build and maintain financial reserves, including an emergency fund, to safeguard operations against unexpected challenges and ensure the continuity of services during periods of financial stress.

4. **GOVERNANCE AND OVERSIGHT**

Financial performance will be reviewed regularly at board meetings, where budget adherence, financial risks, and long-term planning will be discussed. Transparent financial reporting—including income statements, balance sheets, and cash flow reports—will be provided to stakeholders. All financial activity will be guided by strong internal controls and comprehensive policies to ensure accountability and compliance.

5. **DEVELOPMENT OPPORTUNITIES**

While the initial focus of the school will be on establishing a strong foundation for local students and athletes, there are long-term plans to develop opportunities for international students and sports teams to visit New Zealand and engage with the programme. Once the school is fully operational and the core academic and sports programmes are well established, we intend to create a structured international engagement initiative. This may include short-term exchanges, training camps, or collaborative development programmes that allow overseas students and athletes to participate in our high-performance sport and education environment.

These international experiences will be carefully designed to align with our values and enhance the learning and cultural experiences of both local and visiting students. By welcoming international participants, the school will not only broaden its global reach but also generate additional revenue. This growth will directly benefit the wider student body by providing increased funding to reinvest in scholarships, enhanced facilities, expanded academic resources, and enrichment opportunities. As a result, the development of international connections will serve both as a cultural asset and a strategic avenue for supporting student development and long-term sustainability.

By embedding robust financial oversight and proactive planning into our operations, we will not only protect the organisation's sustainability but also ensure it can continue delivering meaningful outcomes and support to the communities we serve.

WORKFORCE

3. ESTIMATE THE NUMBER AND TYPES OF STAFF REQUIRED (E.G., REGISTERED TEACHERS, LATS, ADMINISTRATIVE STAFF).

In the first year the school's leadership will comprise a principal, supported by two senior directors. Together, this leadership team will oversee strategic educational planning, student achievement, staff support, sport and wellbeing. Their work will be strengthened by business and administrative support employed and with provision from the sponsor organisation. As the school roll increases the staffing levels will also increase within the leadership team and other staff necessary to provide the delivery.

In the first year of operation, the school will employ approximately nine full-time equivalent (FTE) teaching staff, including the principal and senior leaders, who will each carry a teaching load alongside their leadership responsibilities. Staffing will grow over time in response to increasing enrolments. The nine FTE will be a combination of full-time and part-time staff, enabling the delivery of a broad and specialised curriculum tailored to senior secondary learners.

A dedicated school administrator will manage day-to-day administrative operations, working in collaboration with the Director of Business and with support from the sponsor organisations wider team. Student wellbeing will be supported across the school through the leadership and teaching staff, along with dedicated sport and wellbeing professionals.

The school is committed to employing registered teachers in all teaching roles. In cases where this is not immediately possible, Limited Authority to Teach (LAT) staff may be engaged, with encouragement and support provided for them to pursue full registration. Non-registered teachers will not be placed in curriculum leadership positions.

Given the senior school context, teachers will be expected to bring strong subject expertise and experience working with secondary-aged students. The principal will have proven leadership experience in education, and senior leaders will be selected based on their ability to support student achievement and wellbeing at this level.

4. HIGHLIGHT QUALIFICATIONS AND EXPERIENCE NEEDED FOR KEY POSITIONS.

All staff must have

- a. a belief in the potential and well-being of young people;
- b. have contributed directly to the development of athletes, academics, leaders, or their cultural competency; or
- c. have an area of expertise relevant to the high performance of the Academy and or its student athletes;
- d. be willing to support tikanga based values and participate in processes supported by our partners, such as pōhiri and mihi whakatau (traditional welcome to place or land or programme).

Leaders will have leadership experience, business and strategic understanding, a relevant tertiary qualification, and relational strengths. Teachers and staff will have teaching qualifications or lecturing

experience relative to a New Zealand Secondary or tertiary education provider, or a Sports Academy of a Professional Club.

All staff must be willing to contribute to the 'team' as and where appropriate in support of student wellbeing and outcomes.

5. DESCRIBE RETENTION PROGRAMS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

To attract, support, and retain high-quality staff, the school is committed to providing a positive working environment and meaningful opportunities for professional growth. Our approach includes:

STAFF RETENTION PROGRAMS

We foster a supportive and collaborative work culture where staff wellbeing, voice, and professional contribution are genuinely valued. All of the staff at STANZ will benefit from a structured induction process and ongoing mentoring by experienced colleagues to ensure a smooth transition into the school community. Flexible working conditions are considered where possible, with timetables and responsibilities designed to promote work-life balance and personal wellbeing. Clear pathways for career progression are available, offering opportunities for advancement into leadership, coaching, and specialist roles. Staff contributions are regularly acknowledged to create a collaborative community. In addition, a range of wellbeing initiatives is provided, including access to counselling, wellness resources, and mental health support, reinforcing our commitment to a healthy and thriving workforce.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development at STANZ is designed to be continuous, personalised, and strategically aligned with both individual career aspirations and whole-school goals. Each staff member will create an annual Professional Growth Plan, tailored to their role and interests, while remaining connected to the broader vision of the school. Ongoing targeted training is provided in key areas such as curriculum development, student wellbeing, digital pedagogy, and inclusive education. For staff involved in sport, professional development includes access to up-to-date coaching accreditation, performance analysis tools, and connections with relevant sporting organisations. Aspiring leaders are supported through project-based leadership roles, mentorship opportunities, and external leadership training. Cross-disciplinary collaboration is encouraged, particularly between academic and sport staff, to foster integrated and innovative learning experiences. In addition, staff are supported to participate in external learning networks, including conferences, workshops, and professional associations, to stay current and bring fresh insights back to the school.

ASSETS

6. LIST THE PHYSICAL ASSETS REQUIRED (E.G., BUILDINGS, CLASSROOMS, SPORTS FACILITIES) AND OUTLINE THE PLAN FOR ACQUIRING, DEVELOPING, OR LEASING THESE ASSETS.

To successfully deliver our educational programme and meet the needs of our learners, we have identified the following key physical assets:

A. **REQUIRED PHYSICAL ASSETS**

A suitable leasehold property has already been identified, which aligns well with our educational and operational needs. The site is structurally sound and offers ample indoor and outdoor space. Only minor alterations will be required to make ready the property for 2026.

A project manager will oversee the minor development works to ensure they are completed efficiently, cost-effectively, and to a high standard. This facility provides capacity for growth and additional property is available to provide for each maximum role by the third year of operation or earlier if necessary.

A project manager will oversee the minor development works to ensure they are completed efficiently, cost-effectively, and to a high standard. This facility provides capacity for growth and additional property is available to provide for eh maximum role by the third year of operation or earlier if necessary.

A project manager will oversee the minor development works to ensure they are completed efficiently, cost-effectively, and to a high standard. This facility provides capacity for growth and additional property is available to provide for each maximum role by the third year of operation or earlier if necessary.

B. **ACCESS TO SPORTS FACILITIES**

An outstanding feature of the proposed site is its direct access to world-class sports facilities located adjacent to the property. These include a full-sized gymnasium, all-weather playing fields, and a multi-sport turf. Formal agreements are in place to ensure access for our students during school hours and for extracurricular programmes, promoting health, wellbeing, and holistic development.

The New Zealand Campus of Innovation and Sport (NZCIS) is uniquely positioned to support and enhance a school's vision as a leading sports and technology institution. With world-class facilities and cutting-edge expertise, NZCIS provides an unparalleled environment where high-performance sport intersects with innovative technology—creating opportunities for real-world, hands-on learning experiences.

By aligning with NZCIS' capabilities in athlete performance, sports science, and data analytics, the school can immerse students and teachers in an accelerated learning environment that fosters both academic and personal growth. No other facility in New Zealand brings together this level of expertise, infrastructure, and integrated learning potential under one roof—making NZCIS a truly transformative partner in developing the next generation of sports and technology leaders.

This property and facilities plan ensures we are well-positioned to deliver a high-quality educational experience from day one, with minimal capital development and strong community partnerships in place.

7. **DEMONSTRATE HOW YOU WILL OPERATIONALISE THE PROPERTY AND INFRASTRUCTURE COMPONENTS OF YOUR APPLICATION, READY TO WELCOME STUDENTS FOR TERM ONE 2026.**

To ensure the school is fully operational and ready to welcome students by Term One 2026, we have established a detailed and phased property readiness plan focused on efficiency, compliance, and student safety.

A. **SITE ACQUISITION AND CONFIRMATION**

A suitable property has already been identified. It meets the core requirements for size, layout, location, and only requires minor alterations. Lease negotiations are well advanced and will be finalised by mid-2025, allowing sufficient lead time for preparation.

B. **DEVELOPMENT AND FIT-OUT TIMELINE**

We will implement a clearly staged timeline with project oversight

- July–September 2025: Compliance checks and contractor engagement, Ministry liaison for approvals.
- October–December 2025: Alteration works, classroom fit-out, IT installation, safety audits, and site commissioning.
- January 2026: Final walkthroughs, staff orientation, and readiness checks.

All works will be completed in line with health and safety regulations, and we will work closely with local authorities to ensure all necessary consents and certification are obtained on time.

C. **PROCUREMENT AND RESOURCING**

We will use an open and efficient procurement process to source:

- Classroom furniture and teaching resources
- ICT infrastructure and digital learning tools
- Essential equipment for administration, health, and safety.

D. **STAFFING AND OPERATIONAL READINESS**

Alongside physical preparation, we will ensure that:

- Staff are hired and fully inducted
- Administration systems defined, resourced and staffed for.
- Emergency procedures are established and tested
- Utility and maintenance services are fully connected and operational

E. **INTEGRATION WITH ADJACENT SPORTS FACILITIES**

Finalise arrangements for the use of adjacent world-class sports facilities for learners from the first day of Term One. These have been agreed to in principle.

8. **DEMONSTRATE HOW YOU WILL MAINTAIN YOUR PROPERTY AND INFRASTRUCTURE WITHIN THE FUNDING ALLOCATION YOU WILL RECEIVE.**

We will maintain our property and infrastructure through a proactive, cost-effective maintenance plan that fits within the funding allocation. A scheduled preventative maintenance programme will ensure early identification and resolution of issues, reducing long-term costs.

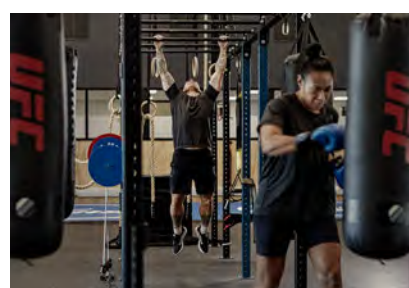
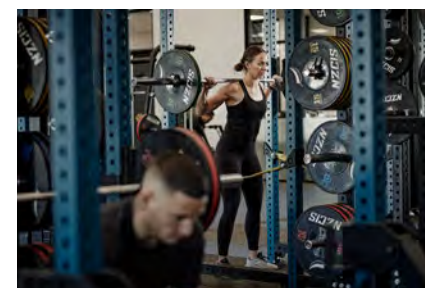
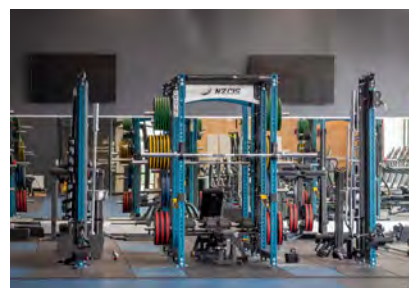
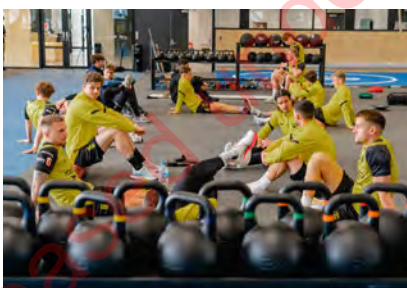
The minimal modifications required for the identified site help contain capital expenses, and shared access to nearby world-class sports facilities reduces maintenance demands. Competitive contracting, local provider use, and a multi-year budget strategy will support financial sustainability. Oversight will be managed by a designated staff member to ensure compliance, accountability, and efficient operations.

9. **DETAIL ANY EQUIPMENT AND INFRASTRUCTURE NEEDED FOR ONLINE AND BLENDED LEARNING ENVIRONMENTS.**

The school's IT system, supported by the same equipment and infrastructure used for onsite provision, is designed to ensure that students can maintain academic continuity while away at sports fixtures, competitions, or international training. Using our secure, cloud-based learning platform, students can access classroom materials, recorded lessons, assignments, and feedback remotely. Integrated communication tools such as video conferencing, messaging, and collaborative online documents allow students to stay engaged with their teachers and classmates in real time or asynchronously, depending on their schedules.

Teachers are equipped to provide flexible, hybrid-style learning for these students, ensuring academic progress continues uninterrupted while they are offsite.

It is important to note that this system is not intended to offer a full online learning option, but rather a tailored solution for elite athletes who are temporarily unable to attend in person. The technology and infrastructure already in place for day-to-day classroom learning are leveraged to extend access and support during periods of absence. Alongside academic resources, students remain connected to the school's sport and wellbeing staff through virtual check-ins, wellbeing monitoring, and performance mentoring. This integrated support system helps students remain connected, motivated, and on track, ensuring their sporting commitments do not negatively impact their academic outcomes or overall wellbeing.



10.

DISCUSS PLANS FOR ENSURING ALL STUDENTS HAVE ACCESS TO NECESSARY TECHNOLOGY AND, IF APPLICABLE, STILL MEETING NECESSARY SUPERVISION REQUIREMENTS.

Ensuring equitable access to technology is essential for delivering a modern, future-focused education. Our approach prioritises inclusion, digital fluency, and safe learning environments, while ensuring that all students—regardless of background—can fully participate in the curriculum.

A. STUDENT ACCESS TO DEVICES

We will ensure every student has access to a suitable digital device for learning at school. A sufficient number of school-owned devices will be maintained for students who do not have personal devices to access learning resources.

B. DIGITAL INFRASTRUCTURE

The school will be equipped with:

- High-speed internet and strong Wi-Fi coverage throughout all learning areas
- Secure charging stations in classrooms
- Cloud-based platforms to support collaboration, storage, and access to learning materials.

This infrastructure will support both independent learning and teacher-facilitated digital instruction.

C. MEETING SUPERVISION REQUIREMENTS

Supervision remains a priority, particularly during device use and online activity, and we will ensure this through a range of proactive measures. All digital learning will take place within structured, teacher-supervised environments during class hours, with clear routines and expectations established for appropriate device use.

To ensure online safety, robust content filtering and monitoring systems will be in place, aligned with the school's digital citizenship policy. Teachers will receive ongoing professional learning to help them effectively manage digital learning spaces and support students in using technology responsibly.

In addition, students will be taught cyber safety and digital responsibility as part of the health and digital literacy curriculum, ensuring they develop the skills to navigate online spaces safely and ethically.

11.

DESCRIBE ANY CULTURAL ASSETS OR APPROACHES INTEGRAL TO THE LEARNING ENVIRONMENT.

Our learning environment integrates cultural assets and approaches that directly enhance our dual focus on elite sports development and academic excellence. These cultural elements aren't separate from our core mission but rather strengthen and enrich it in meaningful ways.

PARTNERSHIP WITH TE ATIWA: SUPPORTING ATHLETIC AND ACADEMIC EXCELLENCE

Our relationship with mana whenua Te Atiawa provides a cultural foundation that directly supports our sports-academic model:

- Place-Based Training Philosophy: Understanding the whakapapa (genealogy) of our location through Te Atiawa guidance helps athletes develop a deeper connection to their training environment, enhancing focus and commitment

- Cultural Protocols in Competition: Te Atiawa tikanga (cultural practices) are incorporated into pre-competition rituals, team meetings, and victory celebrations, creating distinctive team identity and mental preparation routines
- Academic Context: Local history and cultural knowledge are integrated into project-based learning, making academic work more relevant and engaging for sports-focused students

CULTURAL PRACTICES THAT ENHANCE SPORTS PERFORMANCE AND ACADEMIC ACHIEVEMENT

We strategically incorporate Māori cultural concepts that directly support athletic and academic development:

1. MANAAKITANGA (HOSPITALITY, GENEROSITY, SHOWING RESPECT) IN SPORTS CONTEXT

- a. Builds trust and team cohesion. Manaakitanga fosters a culture of mutual care and respect, which strengthens trust among teammates and classmates. In sport, this leads to better communication, unity, and on-field synergy. In academics, it creates safe, collaborative environments where students are more likely to engage, support one another, and persevere through challenges.
- b. Develops leadership and mentorship. By encouraging students to look after others, manaakitanga cultivates leadership qualities, especially in senior students who mentor juniors. This benefits team dynamics and strengthens academic peer support systems, reinforcing both athletic discipline and academic confidence.
- c. Promotes Holistic Wellbeing. When students feel valued and supported as whole people not just for their performance, they are more likely to thrive. Manaakitanga nurtures emotional wellbeing, resilience, and a sense of belonging, all of which are critical to sustained success in both sports and education.

2. WHAKAPAPA (GENEALOGY, RELATIONSHIP, CONNECTION) FOR ATHLETIC IDENTITY

- a. Ground students in purpose. Understanding their whakapapa gives students a sense of identity which enhances motivation and pride when representing their team, whānau, and culture on the field and in the classroom.
- b. Connecting students to the sporting heritage of New Zealand and their athletic lineage inspires them through legacy and role models.
- c. Strengthens Commitment to the Journey. Seeing themselves as part of a wider intergenerational journey helps students value long-term growth. They begin to see their academic and athletic development as part of something bigger than themselves, providing meaning, purpose, and vision.

3. WHANAUNGATANGA (A STRONG SENSE OF BELONGING) FOR TEAM BUILDING

- a. Creates Trust and Unity Within Teams. Strong, whanaungatanga-based relationships are essential for teamwork. When athletes feel like whānau, they communicate better, train harder, and perform more cohesively under pressure.
- b. Supports Collaborative Learning. In the classroom, whanaungatanga encourages students to study together, share knowledge, and lift each other up. This reduces isolation and promotes academic success through collective effort.
- c. Builds Enduring Networks for the Future. Relationships nurtured through whanaungatanga often extend beyond school forming alumni, mentorship, and support networks that continue to benefit students' sporting and educational pathways long after they leave.
- d. Fostering coach-athlete relationships built on mutual respect, shared goals, and genuine connection. Whanaungatanga ensures that coaches are not just instructors, but trusted mentors who understand the whole person, their background, motivations, and aspirations. This relational depth improves communication, increases athlete buy-in, and enhances performance through tailored support and mutual accountability.

ACADEMIC CURRICULUM ENHANCEMENT THROUGH CULTURAL INTEGRATION

This integration of cultural intelligence with academic rigour produces students who are not only more knowledgeable, but more connected, grounded, and capable of applying their learning to complex, real-world contexts. It is in this way that our cultural approaches do more than enrich the curriculum: they strengthen it at its core.

1. PROJECT-BASED LEARNING WITH CULTURAL CONTEXT

Our approach to project-based learning is grounded in the Māori world view, where knowledge is relational, shaped through the interconnectedness of people, place, and purpose. This lens allows exploring every curriculum area, acknowledging the complex relationships that influence learning and performance. Whether investigating nutrition, physiology, history, social impact, climate patterns, or psychological wellbeing, students see that the athlete is a part of their environment — their body, mindset, training, and recovery are all connected to the world they move through. Academic inquiry becomes personally meaningful when it reflects these lived realities, including the influence of cultural values that enhance trust, identity, self-belief, and purpose. This relational foundation supports students in growing as learners in all spheres and the environment.

2. CULTURAL COMPETENCY AS ACADEMIC ADVANTAGE

Cultural competency is not an optional enrichment, it is a proven driver of academic engagement, achievement, and innovation. By valuing students' cultural frameworks and embedding campus-wide values such as whakapapa, whanaungatanga, and manaakitanga, we create an inclusive environment where learners are empowered to think relationally, lead with empathy, and solve problems holistically. These are not only personal or cultural traits — they are recognised by research as essential cognitive and collaborative skills for 21st-century success.

Studies show that learning environments that embrace diverse perspectives lead to stronger, more creative, and relevant solutions, whether in academic inquiry, team performance, or organisational leadership. When students are affirmed in their identity and supported to apply cultural knowledge across curriculum areas, they show higher motivation, resilience, and academic progress. Our approach equips young people with qualifications, relational intelligence, and adaptive thinking to thrive in complex and changing futures.

MEASURABLE OUTCOMES IN SPORTS AND ACADEMIC PERFORMANCE

This cultural integration produces tangible benefits aligned with our core mission:

1. ENHANCED ATHLETIC PERFORMANCE

- a. Stronger team cohesion and communication
- b. More effective leadership structures within teams
- c. Greater resilience during competitive challenges
- d. Distinctive team identity, pride, and motivation

2. IMPROVED ACADEMIC ENGAGEMENT

- a. Higher completion rates for academic requirements
- b. More meaningful connections between classroom learning and sporting goals
- c. Increased student engagement through 'culturally relevant' curriculum
- d. Better preparation for tertiary education pathways

3. HOLISTIC ATHLETE DEVELOPMENT

- a. Well-rounded individuals prepared for multiple career opportunities
- b. Graduates with a strong sense of identity and purpose beyond sport

- c. Athletes equipped with a community of support
- d. Students prepared for leadership roles in diverse environments

Through this thoughtful integration of cultural assets and approaches, our learning environment doesn't just acknowledge New Zealand's cultural heritage—it actively leverages these cultural strengths to create more effective athletes, more engaged students, and more well-rounded individuals prepared for success in sport, academics, and life. It also seeks to use the best of local experience and associated partnerships.

12.

EXPLAIN HOW ANY CULTURAL VALUES AND PRACTICES WILL BE INCORPORATED INTO THE SCHOOL'S CULTURE AND CURRICULUM.

CULTURAL VALUES AND PRACTICES IN SCHOOL CULTURE AND CURRICULUM

Our school is committed to embedding Māori cultural values and practices throughout our school life and curriculum. We recognise the importance of honouring the unique identity Māori have in the world, and the esteemed reputation tangata whenua are held globally. This commitment is reflected in the everyday life of our kura, ensuring students not only learn about tikanga Māori but experience and live it in authentic ways.

We integrate tikanga Māori in the welcoming (pōwhiri or mihi whakatau) and farewell (poroporoaki) of students, whānau, and visitors. These practices foster a sense of belonging, respect, and relational connection, underpinned by the values of manaakitanga and whanaungatanga.

Waiata and kapa haka are woven into school life supporting unity, identity, and collective strength. These are used appropriately to support kōrero, celebrate achievement, and deepen understanding of Māori philosophies and histories. Through participation, students come to appreciate the deeper meaning behind the practice, protocol, and purpose of waiata and kapa haka

Design elements and symbols reflecting mana whenua, local narratives, and the unique history of our area are visible throughout the school environment. This includes signage, artwork, and curriculum resources developed in partnership with local iwi, ensuring that our learning environment honours those who have come before and the stories of this land.

Māori philosophy, tikanga, and kōrero can be incorporated across the curriculum and are accessible in project-based learning and assessment tasks encouraging students to explore these elements through inquiry, dialogue, and creative expression. This approach allows for authentic engagement with te ao Māori and enables students to connect personally and academically.

Karakia is used in appropriate contexts such as the opening and closing of gatherings, meetings, grounding us in gratitude and staying connected to our wider environment. Students learn the value of karakia and are supported to understand when and where it is appropriate to use them in both school and wider life contexts.

The practice of Manaakitanga is significant in establishing our character and individual behaviours, being welcoming, supportive, and conscious of those who are new or appear disconnected or isolated.

Finally, we support students to **learn and apply simple tikanga** in daily life. This includes understanding when to stand and welcome manuhiri, how to respond to a speech or kōrero, and how to support it with waiata. These practices build confidence, cultural competence, and a deeper sense of identity and respect for others.

EXPERIENCE & KNOWLEDGE

1. DESCRIBE YOUR EXPERIENCE AND KNOWLEDGE OF THE NEW ZEALAND SCHOOLING SYSTEM AND HOW THIS WILL ENABLE YOU TO EFFECTIVELY OPERATE A CHARTER SCHOOL WHICH WILL LIFT ACHIEVEMENT AND ATTENDANCE FOR NEW ZEALAND STUDENTS.

The school's vision is to establish a world-class, sports-integrated secondary school that combines academic excellence with elite athletic training.

The sponsor board is experienced and will contribute in the following way:

1. **ACADEMIC CURRICULUM DEVELOPMENT:** A specifically designed rigorous academic curriculum that meets national standards and is tailored to the needs of students. This curriculum emphasises critical thinking, creativity, health and wellbeing and a strong foundation in core subjects.
2. **EDUCATIONAL RESOURCES AND EXPERTISE:** Access to experienced educators, state-of-the-art teaching resources, and a supportive learning environment will result in the delivery of high-quality education to ensure our students receive the best possible academic instruction.
3. **ASSESSMENT AND EVALUATION:** Assessment and evaluation processes to maintain the highest of academic standards. This includes regular student assessments, teacher evaluations, and continuous curriculum improvement to ensure our educational offerings remain current and effective.

MEMBERS OF THE SPONSOR BOARD

David Dome:

An employee of Wellington Phoenix for 18 years, 13 as General Manager, David Dome has led to development and expansion for the club from one team in 2008 to two professional teams and eight Academy teams. Throughout his career, David has built up a network of sporting and education contacts from around the world which, combined with a overtly community focussed business approach, has led to a strong vision in the development of the proposed charter school.

Richard Kerr-Bell:

Ngāpuhi, Te Rarawa, Ngāti Kuri, Te Aupouri. A strategic governance leader with fifteen years of service to advancing New Zealand businesses and organisations in education, sports, and social services. Currently steering strategic initiatives as Director at Te Ope Whakaora Salvation Army New Zealand Rūnanga. Member of the Tikanga Māori Tertiary Review of Qualifications Working Group since December 2013. Past educator at AUT, University of Otago (Senior Lecturer), and Otago Polytechnic.

Superintendent Rakesh Naidoo:

Superintendent Rakesh Naidoo has been with NZ Police for 21 years and has worked with diverse communities for more than 30 years. He is currently the national partnerships manager—ethnic at New Zealand Police. Rakesh has been instrumental in Wellington Phoenix' community programme – Football For All – which sees over 2,000 young people access football and futsal fully subsidised. In 2023, Rakesh was awarded the MNZM for services to the New Zealand Police and ethnic communities.

Brett O'Riley:

Brett has an extensive involvement with the education sector. CEO of ATEED 2012-17 including responsibility for Study Auckland and international education. CEO of the Employers and Manufacturers Association from 2019-2024, Member of the Establishment Board of Te Pukenga in 2019-2020. Chaired the

21C Digital Technologies Reference Group for Associate Education Minister, the late Hon Nikki Kay, which produced the report “Future Focused Learning in Connected Communities”. He has been an advisor to AUT, University of Auckland, MIT, and Media Design School in several capacities

9(2)(a)

The school will integrate ‘best of breed’ multi code training across its education platform. While Wellington Phoenix’ Academy will execute the football training, each code will have its own high performance training partner.

In rugby, 9(2)(b)(ii) is the potential partner, in cricket it will be Cricket Wellington (<https://www.cricketwellington.co.nz/wellingtonschoolofcricket>) and golf (Royal Wellington <https://www.royalwellington.com/coaching>), are all waiting to partner with STANZ in this exciting development.

1. **ELITE TRAINING:** The school will provide the best in specific sports development. Wellington Phoenix will provide top-tier football coaching and training programmes, leveraging their expertise in youth development. By partnering with other youth development experts – most notably (initially) rugby, cricket and golf, students will have access to professional-level training facilities and coaching staff, helping them to reach their full athletic potential . Once established, further codes could be added seamlessly.
2. **SPORTS SCIENCE AND PERFORMANCE:** The school will integrate sports science into the training programmes, including physical conditioning, nutrition, and mental resilience training. The unrivalled facilities at NZCIS will facilitate an exceptional ability to learn on site utilising world leading technology. This holistic approach ensures that students are well-prepared for high-performance sports’ physical and mental demands.
3. **CAREER PATHWAYS IN SPORTS:** the school will offer insights into various career pathways within the sports industry, including playing, coaching, sports management, and sports science. This will help students understand the diverse opportunities beyond their athletic careers.

SUPPORTING YOUNG PEOPLE

By coupling leading an exceptional youth development sports programme with a complementary secondary school education curriculum, STANZ will offer a unique high-performance educational experience that supports the holistic development of young people. This vision supports young people in the following ways:

1. **BALANCED DEVELOPMENT:** Students will benefit from a balanced approach to education, where academic and athletic pursuits complement each other. This dual focus encourages students to excel in both areas, fostering well-rounded individuals.
2. **PERSONAL GROWTH AND RESILIENCE:** Integrating sports and education teaches valuable life skills, such as discipline, time management, teamwork, and perseverance. These skills are essential for personal growth and success in any field.
3. **INDIVIDUALISED SUPPORT:** Recognising that each student has unique strengths and needs, we provide personalised support through academic tutoring, athletic coaching, and wellness programmes. This ensures that every student receives the guidance and resources they need to thrive.
4. **COMMUNITY AND BELONGING:** By fostering connections with the local community and encouraging family involvement, we create a supportive environment where students feel valued and motivated to achieve their goals.

5. **PATHWAYS TO SUCCESS:** Whether students aim to pursue higher education, professional sports, or other career paths, our programme equips them with the knowledge, skills, and opportunities to succeed. We are committed to helping students reach their full potential and achieve their aspirations.

VISION AND PROVEN PATHWAYS IN HIGH-PERFORMANCE EDUCATION

Our vision is to create an exceptional educational environment where academic achievement and high-performance sport are integrated to support the whole learner — intellectually, physically, and culturally. We are building a model of education that recognises the unique potential of student-athletes and provides the flexibility, structure, and pastoral support they need to thrive.

Wellington Phoenix Academy provides the foundation and proof of concept. As the leading football academy in the A-League, it demonstrates how excellence in sport can coexist with academic success when student development is approached holistically. The systems we've refined — in athlete wellbeing, coaching, performance planning, and academic support — form the backbone of a broader academy that is inclusive of multiple sports and accessible to young people from across Aotearoa.

FOOTBALL AS A MODEL, NOT A LIMIT

While football is our strongest existing platform, and New Zealand's largest youth participation sport, our curriculum and performance model is designed to be adaptable across all sporting codes. The disciplines of elite athlete development — leadership, resilience, time management, physical health, psychological safety, and goal-setting — are transferable and relevant across sport and life. Hence the ability to embrace additional codes goes without question.

30 SPECIFIC EVIDENCE OF WELLINGTON PHOENIX' IMPACT FROM OUR FOOTBALL PROGRAMME INCLUDES:

- Over 50 New Zealand internationals developed through our youth system and 16 graduates awarded full university scholarships to prestigious U.S. institutions, including Harvard 16 graduates awarded full university scholarships to prestigious U.S. institutions, including Harvard.
- 16 graduates awarded full university scholarships to prestigious U.S. institutions, including Harvard.
- 11 players advanced from Academy to A-League Men's team in one season (2021– 2022), setting an A-League record. In 2024, four under-21 players transferred to major international clubs. In 2024, four under-21 players transferred to major international clubs.
- In 2024, four under-21 players transferred to major international clubs:
 - Alex Paulsen (EPL – Bournemouth FC)
 - Ben Old (Ligue 1 – St Étienne)
 - Finn Surman (MLS – Portland Timbers)
 - Macey Fraser (NWSL – Utah Royals)

These results represent not just sporting achievement but a functioning pipeline from school to career, underpinned by strong pastoral care and academic alignment. We see this as an opportunity to share a proven model with the broader education sector — especially in regional areas where traditional academic tracks may not resonate with all students. By growing STANZ as a school that honours cultural identity, delivers academic excellence, and provides real pathways in sport and life, we offer a compelling and scalable solution for the Ministry's goals around engagement, achievement, and equity.

By growing STANZ as a school that honours cultural identity, delivers academic excellence, and provides real pathways in sport and life, we offer a compelling and scalable solution for the Ministry's goals around engagement, achievement, and equity.

CURRENT CHALLENGES AND NEED FOR THE CHARTER SCHOOL

Our experience in youth development has revealed some sub-optimal conditions which hinder students' sporting and educational development:

- Lack of high-quality school placements available near training facilities.
- School time schedules clash with training ground availability
- Commuting times between school and training facilities resulting in too much 'dead time'
- Keeping players engaged in education

STANZ is committed to excellence in player development – **both on and off the football pitch.**

We believe in the term “better people make better players” in sports which signifies the belief that personal character and life skills directly contribute to athletic performance. It underscores the importance of developing well-rounded individuals who possess qualities that extend beyond physical abilities and technical skills, including:

- Character Development: Self Discipline, Integrity and Honesty
- Emotional Intelligence: Resilience, Empathy and Teamwork
- Leadership Skills: Responsibility, Motivation and Inspiration
- Life Skills: Time Management, Goal setting
- Ethical Conduct: Sportsmanship and Community Engagement

Our commitment to these principles has driven us to establish a charter school integrating elite athletic training with a top-tier educational curriculum.

VISION FOR THE CHARTER SCHOOL

By establishing the school, we will overcome these challenges and seamlessly integrate high-performance sports and education. This school STANZ will allow us to:

- Optimise Training Schedules: An integrated educational and training programme can optimise training times and ensure that players receive the best possible development both athletically and academically.
- Reduce Commute Times: By providing education within the Academy, we can eliminate the need for long commutes, giving students more time to focus on their studies and training.
- Holistic Development: We will offer a curriculum that supports our students' holistic development, ensuring they excel academically while pursuing their athletic goals.
- Enhanced Support: Students will benefit from a tailored support system that addresses their unique needs, providing academic tutoring, career guidance, and mental health resources to foster their overall well-being.
- International Appeal: Our unique proposition of combining elite sports training with high-quality education will attract students both domestically and internationally, enhancing the Academy's reputation and reach.

GOVERNANCE AND LEADERSHIP

2.

WHAT IS THE GOVERNANCE STRUCTURE FOR THE SCHOOL? HOW WILL THE STRUCTURE SUPPORT YOUR WORKFORCE AND OPERATIONS TO ACHIEVE EXCELLENT ACADEMIC AND ATTENDANCE OUTCOMES?

The school will be governed by a Sponsor Board, responsible for providing strategic direction, oversight, and accountability across all aspects of school performance. Comprising members with expertise in education, sport, governance, and business operations, the Sponsor Board ensures that the school's vision, priorities, and compliance obligations are consistently upheld.

Reporting directly to the Sponsor Board is a senior leadership team consisting of the Principal, Director of Curriculum, Director of Sport and Wellbeing, and Director of Business. The Principal leads the overall strategic direction of the school, ensures compliance with educational and regulatory requirements, and fosters a strong school culture aligned with its vision and values. The Director of Curriculum is responsible for overseeing curriculum delivery, teaching quality, assessment systems, and the professional development and support of teaching staff, ensuring academic excellence is maintained. The Director of Sport and Wellbeing provides leadership and support for elite student-athletes through high-performance training, wellbeing initiatives, and structures that help students balance sport and academic commitments. Meanwhile, the Director of Business manages the school's financial, administrative, and operational functions, ensuring that resources are deployed efficiently and effectively to support the delivery of high-quality education and services.

This governance structure promotes clear accountability and alignment between strategic goals and operational practice. By empowering the senior leadership team to lead within their areas of expertise and holding them accountable through regular reporting to the Sponsor Board, the school is well positioned to achieve strong academic outcomes, high attendance rates, and a supportive, high-performing learning environment

The School aims to ensure high student attendance through a comprehensive strategy that involves creating an engaging and supportive school environment, regular monitoring, and proactive interventions. The following outlines the plan to uplift student attendance and the methods to measure its effectiveness:

ENGAGING CURRICULUM AND EXTRACURRICULAR ACTIVITIES:

- **Integrated Curriculum:** By combining rigorous academic programs with elite sports training, the school aims to create a learning environment that engages and motivates students. The integration of sports and academics helps maintain student interest and attendance.
- **Extracurricular Programs:** Offering a variety of sports, arts, and club activities encourages students to participate actively in school life and promotes better attendance.

POSITIVE SCHOOL CLIMATE:

- **Inclusive Environment:** Fostering an inclusive and supportive school culture where every student feels valued and respected. This includes addressing the needs of neurodiverse students through tailored support and resources.
- **Student Well-being Programs:** Implementing mental health support, nutritional guidance, and physical conditioning programs to ensure the overall well-being of students and make them more likely to attend regularly.

PARENTAL AND COMMUNITY ENGAGEMENT:

- **Regular Communication:** Maintaining open lines of communication with parents through regular updates, meetings, and involvement in school activities. Engaged parents are more likely to ensure their children attend school consistently.
- **Community Partnerships:** Collaborating with local organisations and community groups to provide additional support and resources for students and their families.

ATTENDANCE MONITORING AND INTERVENTIONS:

- **Early Identification:** Using data analytics to monitor attendance patterns and identify students at risk of chronic absenteeism early.
- **Personalised Interventions:** Develop individual attendance improvement plans for student attendance issues, including mentorship, counselling, and additional academic support.

RECOGNITION AND REWARDS:

- **Attendance Incentives:** Implementing recognition programs to reward students for good attendance, such as certificates, special privileges, and public acknowledgement.

- **Celebration of Success:** Regularly celebrating school-wide achievements in attendance to foster a culture that values and promotes regular attendance.

MEASURING THE EFFECTIVENESS OF ATTENDANCE STRATEGIES

Attendance will be closely monitored through the daily collection of data, with regular reports generated to track both school-wide attendance trends and individual student attendance records. This data will be analysed to identify patterns, highlight areas of concern, and inform targeted interventions. To drive improvement, the school will set specific, measurable, achievable, relevant, and time-bound (SMART) goals at both the individual and collective level. Progress toward these goals will be tracked regularly, with strategies adjusted based on emerging data and insights.

To ensure a responsive and inclusive approach, the school will gather feedback from students, parents, and staff through surveys and targeted consultations. Focus groups will also be organised to explore attendance challenges and collaboratively develop practical solutions. In addition, quarterly reviews will be conducted to assess the effectiveness of attendance initiatives, allowing for timely evaluation and refinement. Where necessary, attendance policies and practices will be revised based on these reviews to ensure continuous improvement and lasting impact.

By implementing these strategies and continuously monitoring their effectiveness, the school will maintain high levels of student attendance, thereby enhancing overall student engagement, academic performance, and well-being. This comprehensive approach ensures that every student has the support and motivation to attend school regularly and succeed in their educational journey.

Expanding on the above attendance improvement programmes and initiatives will include

Early Identification:

- **Automated Attendance Systems:** Implement an automated system to track daily attendance and flag absences in real time.
- **Attendance Alerts:** Setting up automated alerts for parents and guardians when a student is absent without prior notice.

Personalised Interventions:

- **Mentorship Programmes:** Assigning mentors to students with chronic absenteeism to provide guidance, support, and accountability.
- **Attendance Contracts:** Develop attendance contracts with students, parents and guardians, outlining specific attendance goals and the school's support.

Recognition and Rewards:

- **Monthly Awards:** Recognising students with perfect attendance each month through certificates, school announcements, and special privileges.
- **End-of-Year Celebrations:** Hosting an end-of-year celebration for students with outstanding attendance records, including awards and recognition ceremonies.
- **Healthy Competition:** Encouraging healthy competition between classes or year groups to achieve the best attendance rates, with rewards for the winning group.

Support for At-Risk Students:

- **After-School Tutoring:** Providing after-school tutoring sessions to help students catch up on missed work and stay on track academically.
- **Homework Clubs:** Establishing homework clubs where students can complete assignments with the support of teachers and peers.

Feedback and Continuous Improvement:

- **Regular Feedback:** Collaboration with students and parents on the effectiveness of attendance initiatives and identify areas for improvement.
- **Quarterly Reviews:** Analysing attendance data quarterly to identify trends, successes, and areas needing improvement.

- **Strategy Adjustments:** Adjusting attendance strategies based on data analysis and feedback to improve attendance rates continuously.

Technological Integration:

- **Attendance Tracking:** Using a school app that allows parents to monitor their child’s attendance in real-time and receive notifications of absences.
- **Communication Tool:** Providing a platform for teachers, parents, guardians, and students to communicate quickly about attendance-related issues.
- **Online Learning:** Offering online classes and resources for students who cannot attend school physically due to sport commitments. This would be in specific situations and not the norm.
- **Virtual Check-ins:** Implementing virtual check-ins for students who are absent to ensure they remain engaged and connected to their studies.

Measuring the Effectiveness of Attendance Strategies:

- **Daily and Weekly Reports:** Generating daily and weekly attendance reports to monitor overall attendance and identify students with frequent absences.
- **Monthly Reviews:** Conducting monthly reviews of attendance data to assess the effectiveness of implemented strategies.

Attendance Rate Goals:

- **Setting Benchmarks:** Establishing clear benchmarks for acceptable attendance rates.
- **Progress Tracking:** Tracking progress towards these benchmarks and reporting results to school leadership and stakeholders.

Attendance Improvement Metrics:

- **Reduction in Chronic Absenteeism:** Measuring the reduction in the number of students identified as chronically absent
- **Increased Engagement:** Monitoring increases student engagement and participation in school activities due to improved attendance.

By implementing these detailed attendance improvement programmes and initiatives, the school aims to foster a supportive and engaging environment that encourages regular attendance and ensures that every student will have the opportunity to succeed academically and personally. Continuous monitoring and feedback mechanisms will ensure that these strategies remain effective and responsive to the school community’s needs.

3. HOW WILL YOUR ORGANISATION STRUCTURE INFORM YOUR VALUE PROPOSITION TO ATTRACT FAMILIES/STUDENTS TO ENROLMENT AND POSITIVELY IMPACT STUDENT ACHIEVEMENT AND ATTENDANCE? INCLUDE THE ORGANISATION CAPABILITIES SUCH AS FINANCE, HR, PAYROLL AND INFORMATION MANAGEMENT.

The school’s organisational structure is purposefully designed to deliver a high-quality, student-focused education while ensuring robust and efficient operational support. Central to this structure is a leadership team reporting to the Sponsor Board, which provides strategic oversight and governance. The senior team comprises the Principal, Director of Curriculum, Director of Sport and Wellbeing, and Director of Business. Each role brings dedicated expertise—academic leadership, student wellbeing and athletic development, operational efficiency, and whole-school direction—ensuring the school is well-managed, outcomes-focused, and responsive to the needs of its learners and community.

A key strength of the STANZ school's organisational structure is the direct support and infrastructure provided by the sponsor organisation, which has existing, proven systems in place for payroll, finance, HR, and compliance. These systems will be extended to support the new school, providing immediate capability and stability from day one. This includes financial management platforms that ensure transparent budgeting and reporting, a compliant and efficient payroll system, and established HR processes for recruitment, onboarding, and staff support. The sponsor organisation also provides compliance oversight and access to policy frameworks, risk management systems, and audit support, which strengthens the school's ability to meet regulatory obligations confidently and efficiently.

An integrated student management system will also support enrolment, attendance monitoring, academic tracking, and student wellbeing. These tools enable staff to access real-time data to inform teaching, identify attendance concerns early, and implement timely interventions that support student success.

Collectively, this organisational framework sends a strong signal to families: the school is not only pedagogically sound but also operationally stable, with professional systems in place to support growth and long-term success. The clear alignment between governance, leadership, and administrative functions underpins the school's value proposition—delivering high academic achievement, strong attendance, and a personalised, high-performance learning environment. By leveraging the experience and infrastructure of the sponsor organisation, the school will be well-positioned to build trust with families and attract students who are seeking both excellence and support in their educational journey.

4. DESCRIBE YOUR LEADERSHIP STRUCTURE INCLUDING THE ACADEMIC LEADERSHIP TEAM. CONSIDER THE KEY RESPONSIBILITIES OF YOUR TEACHING WORKFORCE IN RELATION TO THE STUDENTS AND HOW THIS WILL BE OPERATIONALISED DAY TO DAY.

Our leadership structure is designed to ensure strong academic oversight and smooth day-to-day operations and will increase based on school growth.

LEADERSHIP TEAM

- Principal: Provides overall strategic leadership, ensures compliance, and leads school culture and vision.
- Director of Business: Oversees the school's financial, administrative, and operational functions to ensure efficient resource management and support the delivery of high-quality education.
- Director of Curriculum: Oversees daily operations, curriculum delivery, teaching practice, assessment, and professional development and staff support.
- Director of Sport and Wellbeing: Provides tailored support and leadership for elite student-athletes, delivering high-performance training programmes, wellbeing strategies, and academic balance to help them excel both in sport and in school.
- Academic Leadership Team: Includes Principal's Nominee, and curriculum leaders

TEACHING WORKFORCE RESPONSIBILITIES

Teachers are responsible for delivering high-quality, culturally responsive instruction, tracking student progress, and maintaining strong whānau relationships.

DAY-TO-DAY OPERATIONS

- Regular leadership and team planning meetings
- Data-informed teaching and support strategies
- Scheduled professional learning
- Strong communication between staff, students, and families

COMMUNITY

5.

PRESENT DATA ON THE LOCAL STUDENT POPULATION AND PRESENT A FORECAST OF THE STUDENT POPULATION AND DEMAND YOU EXPECT TO SEE FOR THE PROPOSED CHARTER SCHOOL | KURA HOURUA.

Upper Hutt is currently experiencing steady population growth, with projections indicating an increase from approximately 45,400 residents in 2018 to around 54,000 by 2048 under the medium-growth scenario. This growth includes all age groups, with a noticeable rise expected in the 15–18-year-old cohort—the key demographic for senior secondary education. As of July 2024, there were 7,847 students enrolled in primary and secondary schools across Upper Hutt City. While disaggregated data for 15–18-year-olds is limited, Ministry of Education projections and local enrolment trends suggest an upward shift in the senior student population in the coming years, particularly as new housing developments attract more families to the area.

The anticipated growth in the student population highlights the need for expanded educational offerings, particularly for senior students seeking pathways that combine academic rigor with holistic development. The proposed charter school is designed to meet this demand by providing an innovative model that integrates academic achievement, sport performance, and wellbeing. This will not only meet the educational needs of local students but will offer a compelling option for families seeking more personalised, future-focused learning opportunities for their teens.

There is also growing demand in the region for specialised education that supports student-athletes. With a strong sporting culture in Upper Hutt and the broader Wellington region, as well as increasing participation in organised sport and performance pathways, a school that offers tailored programmes for elite and aspiring athletes is expected to fill a significant gap in the current education landscape. Families and students are actively seeking schooling options that allow them to pursue high-performance sport without compromising academic progress or wellbeing. The proposed charter school's focus on integrated sport and education is well aligned with these emerging needs and is expected to attract both local enrolments and regional interest.

Regionally, the wider Wellington area—including Hutt Valley, Porirua, and Kapiti—is also undergoing significant population expansion. According to regional growth strategies, the Wellington region is expected to add over 100,000 new residents by 2043, with much of that growth concentrated in suburban centres like Upper Hutt due to improved infrastructure, transport links, and housing availability. This broader demographic shift will likely increase pressure on existing secondary schools and further reinforce the demand for high-quality, alternative education models—particularly those with a strong reputation for academic excellence, student wellbeing, and elite sports support. STANZ's long-term vision aligns well with this regional context, positioning it to play a key role in meeting the future educational needs of both local and neighbouring communities.

6.

DEMONSTRATE THE LEVEL OF SUPPORT FOR THE PROPOSED CHARTER SCHOOL FROM THE COMMUNITY IN WHICH IT IS PROPOSED TO BE ESTABLISHED CONSIDERING THE VIEWPOINTS OF THOSE WITHIN YOUR WIDER COMMUNITY AND ALSO THOSE WITHIN YOUR SPECIFIC SCHOOL COMMUNITY.

- A. IDENTIFY THE STAKEHOLDERS WHO HAVE BEEN CONSULTED AND WHAT THE CONSULTATION WAS
- B. DESCRIBE THE COMMUNITY CONSULTATION ACTIVITIES THAT HAVE OCCURRED OR ARE PLANNED
- C. DESCRIBE HOW THIS HAS INFORMED YOUR DECISIONS ABOUT YOUR CHARTER SCHOOL, IDENTIFYING WHERE THERE IS RISK AND WHERE THERE IS SUPPORT FOR YOUR SCHOOL.

Engaging with the local community and stakeholders in the development and operation of the school is essential for building a supportive, inclusive, and dynamic educational environment. Through strong partnerships, active involvement, regular communication, and a commitment to continuous improvement, the school will foster a sense of community ownership and ensure its success as a valuable educational institution in the Hutt Valley region.

Letters of endorsement from community, potential partners and interested parties are included in the Appendices.

Steps we would take to engage with local community and stakeholders would include:

INITIAL PLANNING AND RESEARCH

- Identify Stakeholders: List key stakeholders, including all sports organisations local and national, local government officials, parents, students, businesses, community organisations, and educational experts.
- Receive feedback to understand the community, expectations, and concerns.

COMMUNICATION AND OUTREACH

- Public Meetings: Host meetings to inform the community about the plans and gather input. These sessions will provide a platform for the community to voice their ideas, concerns, and expectations regarding the school's development and operations.
- Information Sessions: Organise sessions to explain the school's vision, mission, and benefits to various stakeholder groups.
- Online Presence: Create a website and social media profiles to provide updates, answer questions, and gather feedback. Implement online surveys and feedback forms to continuously collect community input and ensure that the school's development aligns with community needs and expectations.
- Newsletters and Bulletins: Publish regular newsletters and bulletins to keep the community and stakeholders informed about the school's progress, upcoming events, and opportunities for involvement.

PARTNERSHIPS AND COLLABORATIONS

- Local Iwi Partnership: the school will build on the existing partnership with local Iwi, Te Atiawa, at both cultural advisory and commercial levels. The school will embody elements of Tikanga Māori in its student development charter, including Te Reo (already included in the current Wellington Phoenix Academy and Club programs).
- Collaboration with Lower Hutt AFC
- Local Businesses: Engage with local businesses for potential resource sharing.
- Community Organisations: Partner with local community groups to support school initiatives and student activities.

ADVISORY COMMITTEES

- Stakeholder Representation: Form advisory boards comprising representatives from local businesses, educational institutions, sports organisations, and community groups to provide strategic guidance and support for the school's development and operations.
- Student and Parent Committees: Create student and parent committees to ensure their voices are heard in decision-making processes. This encourages active participation and ensures that the school's policies and practices meet the needs of its primary stakeholders.
- Regular Meetings: Hold regular meetings with these committees to discuss progress, address concerns, and make decisions.

TRANSPARENT OPERATIONS

- Open Communication: Maintain transparency in decision-making processes and keep stakeholders informed through newsletters, emails, and regular updates.
- Feedback Mechanisms: Establish channels for ongoing feedback and suggestions from the community.
- Transparent Reporting: Provide transparent reporting on the school's achievements, challenges, and future plans, ensuring accountability and fostering trust with the community.

EVENTS AND ACTIVITIES

- Launch Events: Host an inaugural event to introduce the school to the community.
- Ongoing Engagement: Organise regular events, such as open houses, sports days, and cultural celebrations, to foster community involvement.
- School Open Days: Organise open days where the community can tour the school, meet the staff, and learn about the curriculum and facilities. These events will foster transparency and build trust with the local community.

COMMUNITY EVENTS AND ENGAGEMENT:

- Volunteer Programmes: Encourage students and staff to participate in community service projects and outreach programmes, reinforcing the school's commitment to social responsibility and community support.
- Partnerships with Local Organisations: Collaborate with local non-profits, charities, and community groups to support initiatives that benefit the broader community, such as environmental conservation, health and wellness programmes, and educational outreach.

CONTINUOUS IMPROVEMENT

- Regular Assessments: Conduct regular assessments to evaluate the school's impact on the community and make necessary adjustments.
- Continuous Engagement: Keep the lines of communication open and continue to engage with stakeholders to ensure the school meets evolving community needs.

EDUCATIONAL AND ECONOMIC IMPACT

- Job Creation: Prioritise hiring local staff for teaching, administrative, and support roles, contributing to the local economy and fostering a sense of community ownership.
- Professional Development: Offer professional development opportunities for local educators and coaches, enhancing the overall quality of education and sports training in the region.

READINESS TO OPEN

1. TELL US IN A PRACTICAL WAY THE REALITY OF A TEACHER AND A STUDENT ON THE GROUND AT THE SCHOOL IN A DAY-TO-DAY SETTING AND HOW THIS WILL ENDURE OVER THE LIFE OF THE CONTRACT.

A DAY IN THE LIFE OF THE SPORTS ACADEMY TEACHER

In our future-focused sports academy, where academic excellence and athletic development are seamlessly integrated, the teacher plays a pivotal role in shaping each student's pathway. Every day offers opportunities to inspire, educate, and support young people in pursuing professional sports, related careers, or university study. Teachers collaborate with colleagues, industry experts, and sporting bodies to ensure that every lesson, drill, and assessment is relevant, rigorous, and deeply connected to real-world outcomes.

In addition to the dynamic role teachers play in our future-focused sports academy, we will appoint ambassadors, including internationally recognized senior athletes such as, for example, ^{9(2)(a)}. These ambassadors will serve as mentors and role models, bringing invaluable real-world insights and experience into the classroom and training environments. The school will also feature an apprentice program, designed to engage younger athletes still at school, providing hands-on mentorship and career development opportunities. Notably, ^{9(2)(a)} and ^{9(2)(a)} will join the program, offering a diverse range of perspectives from different sports disciplines. These ambassadors and apprentices will not only inspire students but will also collaborate with teachers and coaches to ensure learning experiences are closely aligned with the realities of high-performance sports, helping students develop the skills necessary for future success, both on and off the field.

EARLY MORNING: PRACTICAL SPORTS AND COLLABORATIVE LEARNING

The day begins before sunrise, with students arriving as early as 7:30 AM for practical sports drills. These sessions are co-facilitated by the teacher and professional coaches from sporting associations like New Zealand Rugby or Athletics NZ. This collaborative approach ensures that the morning drills are not only focused on improving athletic performance but also aligned with academic concepts, such as biomechanics or sports psychology, covered in class. The teacher uses this time to monitor progress and gather data that will later inform both individual learning plans and formal assessments.

The teacher also collaborates closely with industry professionals and coaches, designing these practical lessons to reflect current industry standards. Their ability to work collaboratively ensures the authenticity of the learning experience and provides students with direct insights into real-world sports careers. These relationships with sporting bodies also allow students to engage in authentic, project-based learning, helping them see the direct link between what they learn and how it applies to the sports industry.

MID-MORNING: ACADEMIC EXCELLENCE THROUGH BESPOKE LEARNING

After the physical activities, students transition into academic lessons that are designed with flexibility and individuality in mind. The teacher brings learning to life by connecting academic content to students' passions for sports. For example, students might learn mathematics through the lens of sports statistics, or study writing and communication by creating a mock sports journalism piece. The teacher's energy and passion are infectious, engaging even the most challenging learners by making learning feel relevant and exciting.

At the heart of these lessons is a commitment to bespoke learning design. The teacher modifies the curriculum to suit the diverse needs of students, ensuring that each lesson is accessible to all while also challenging the highest achievers. This personalized approach helps students to see their progress and potential, which is continuously reinforced by the use of standardised assessment tools. These tools, such as online formative assessments or diagnostic tests, provide valuable data that the teacher uses to inform their practice. This ensures that teaching remains responsive, efficient, and aligned with each student's learning needs.

FORMATIVE FEEDBACK AND DATA-DRIVEN PRACTICE

The teacher is assessment capable, meaning they not only understand how to use standardized assessments effectively but also how to efficiently share this data with students. After each assessment, the teacher sits with students to review their results, helping them understand their strengths and areas for growth. This process increases student assessment capability by empowering them to take ownership of their learning. Students are guided through reflective processes, learning how to set goals based on assessment feedback, which in turn accelerates their academic progress. The teacher's time efficiency ensures that these feedback sessions are seamlessly integrated into daily routines, without taking away from teaching time.

COLLABORATIVE PROJECTS AND CASE MANAGEMENT

Beyond individual assessments, the teacher engages students in project-based learning, where they design passion projects that align with their future career aspirations—whether it's developing a sports injury prevention plan, analysing their own performance using wearable tech, or creating content for a sports media platform. These projects allow students to explore real-world applications of academic concepts, with ongoing formative feedback provided by the teacher to guide them through challenges and celebrate successes.

A key component of the teacher's role is attending case management meetings, based on the work of Lynn Sharratt. These meetings are critical for identifying the "faces on the data," ensuring that each student is more than just a number. The teacher brings detailed assessment data and insights into these meetings, collaborating with other staff to develop targeted strategies to accelerate learning for those students who demonstrate the most potential. By focusing on individual progress, the teacher helps ensure that no student falls behind, and those who are excelling are continuously challenged.

AFTERNOON AND EVENING: PRACTICAL SESSIONS AND MENTORSHIP

In the afternoons, students return to practical sports sessions where they apply the knowledge gained in the classroom to their physical training. The teacher continues to collaborate with coaches and sports associations to ensure these sessions align with both academic and athletic goals. This time is also used for one-on-one mentoring with students, providing tailored advice and support to guide their personal development.

The teacher's role as mentor and pastoral support is a crucial part of the school's philosophy. By being available for students both academically and emotionally, the teacher forms meaningful, lasting relationships that extend beyond the classroom. They work closely with families, meeting regularly to discuss student progress, well-being, and future pathways. This holistic approach ensures that the teacher is not just an educator but a trusted guide who supports students in all aspects of their development.

EVENING: REFLECTING AND PLANNING FOR GROWTH

In the evening, the teacher spends time reflecting on the day's successes and challenges, reviewing assessment data, and refining lesson plans. The use of standardized assessments, formative feedback, and collaborative case management ensures that every decision is data-driven and aimed at accelerating student growth. The teacher also engages in professional development, often sharing best practices with colleagues within and beyond the academy, contributing to a culture of continuous improvement.

Sample timetable personalised for each student:

	MON	TUE	WED	THUR	FRI
7:30 - 8:25		Multi-Code Sports Drills	Tikanga	Multi-Code Sports Drills	
P1: 8:30 - 9:25	Health & PE	Athlete 101	Study	Tikanga	Study
P2: 9:35 - 10:30	Health & PE	Study	Business	Maths	English
10:30 - 10:50	BREAK	BREAK	BREAK	BREAK	BREAK
P3: 10:50 - 11:45	English	Study	Athlete 101	Maths	English
P4: 11:55 - 12:50	Maths	Business	Health & PE	English	Maths
1:00 - 1:20	LUNCH	Assembly	Home Room	Home Room	LUNCH
1:20 - 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P5: 1:30 - 2:25	Athlete 101	LUNCH	LUNCH	Business	Athlete 101
P6: 2:35 - 3:30	Study	Health & PE	Study	Business	Athlete 101
3:30 - 4:30		Tikanga	Mentorship	Self reflection	Self reflection

CONCLUSION: A DYNAMIC, PASSIONATE, AND COLLABORATIVE EDUCATOR

The teacher in this future-focused sports academy is a dynamic, passionate, and collaborative professional. They work tirelessly to engage students, bringing learning to life through a combination of academic rigor, real-world application, and personal mentorship. By using standardized assessments to inform their teaching, providing formative feedback to increase student ownership of learning, and attending case management meetings to ensure no student is left behind, the teacher exemplifies time efficiency and dedication. In this innovative environment, they are more than a teacher—they are a facilitator, coach, mentor, and vital community figure who prepares students for success in both their academic and athletic endeavours.

2.

DEMONSTRATE YOUR READINESS TO OPEN FOR TERM ONE 2026 (OR THE TERM THAT YOU HAVE SPECIFIED FOR OPENING) BY SHOWING ACROSS THE FOLLOWING ESTABLISHMENT AREAS, WHAT YOU WILL HAVE IN PLACE FOR STUDENTS TO BE WELCOMED FOR LEARNING IN TERM ONE 2026:

- STAFFING, INCLUDING YOUR PAYROLL SOLUTION
- CURRICULUM
- ROLL
- HEALTH AND SAFETY

STAFFING

By Term One 2026, a full staffing plan will be implemented, with all key leadership and teaching positions recruited and onboarded. The Principal and Directors of Curriculum, Sport and Wellbeing, and Business will lead the recruitment of qualified and experienced staff who align with the school's educational vision and values. A structured induction programme will ensure all staff are well prepared for Day One, supported by professional learning and clear operational systems. Payroll will be managed through the sponsor organisation's established, compliant payroll platform (Ipayroll), ensuring all staff are set up, paid accurately and on time, and supported with HR services from the outset.

CURRICULUM

The curriculum will be fully designed, resourced, and timetabled for launch in Term One 2026. It will reflect the New Zealand Curriculum, with clear learning pathways that integrate core academic subjects with sport, wellbeing, and personal development. Schemes of work, teaching plans, and assessment frameworks will be finalised and shared with staff prior to opening. Digital platforms will be in place to support teaching and learning, and students will have access to both physical and digital learning resources. The curriculum will be culturally responsive, inclusive, and aligned with the school's commitment to holistic achievement.

ROLL

A targeted enrolment campaign will be completed in the year prior to opening, with confirmed places for an initial intake aligned to the school's stage-one capacity. Engagement with local families, community networks, and regional sports organisations will support enrolment numbers, with a particular focus on 15–18-year-old students seeking an integrated academic and sport education pathway. Enrolment systems and student information platforms will be operational, allowing student records, timetables, and learning plans to be established before Term One begins. *We already have received significant interest in this school following a media article announcing an application is being made for a charter school.*

HEALTH AND SAFETY

A comprehensive Health and Safety plan will be in place, meeting all regulatory requirements and tailored to the specific needs of the school site and student population. This will include evacuation procedures, hazard identification, first aid protocols, and staff training in emergency response. Risk management systems will be supported by the sponsor organisation's compliance tools, and the site will undergo all necessary inspections prior to opening. Student wellbeing will also be a key focus, with trained staff and systems in place for pastoral care, digital safety, and safe participation in physical activity.

PERFORMANCE

3.

WHAT IS YOUR STRATEGY TO RAISE ACADEMIC ACHIEVEMENT AND UPLIFT STUDENT ATTENDANCE? HOW WILL THIS BENEFIT THE STUDENTS AT THE PROPOSED CHARTER SCHOOL | KURA HOURUA? HOW WILL YOU MEASURE THIS?

STANZ will implement a dual-focused strategy to significantly raise academic achievement and uplift student attendance, recognising that success in both areas is deeply interconnected. This approach is underpinned by robust data systems, individualised support, community engagement, and continuous evaluation—ensuring that each student receives the guidance and structure they need to thrive.

ACADEMIC ACHIEVEMENT STRATEGY

Academic achievement will be driven through a curriculum that is rigorous, culturally responsive, and relevant to students' lives, with high expectations for all learners. Teachers will use data-driven instruction, including regular formative and summative assessments, to monitor student progress, identify learning gaps early, and differentiate instruction to meet diverse learning needs. Each student will have a personalised learning plan with clear academic goals and regular check-ins to track progress.

Professional learning and development (PLD) for staff will focus on high-impact teaching strategies, inclusive education, and the integration of digital tools to support engagement and achievement. Targeted interventions, such as literacy and numeracy support, after-school tutoring, and subject-specific workshops, will be made available for students who need additional academic assistance. Senior students, particularly those balancing sport and study, will benefit from flexible learning arrangements, online access to coursework, and structured mentoring to ensure academic progress is not compromised.

Academic success will be measured through a combination of curriculum-level progress, national assessment data, internal achievement benchmarks, and ongoing teacher evaluations. The school will track student achievement by demographic group to ensure equity and monitor cohort-level improvement over time. Data will be reviewed quarterly by school leadership and the Sponsor Board to ensure accountability and responsiveness.

ATTENDANCE STRATEGY

Attendance will be a top priority, with systems and interventions in place to identify and address absenteeism early. Daily attendance will be tracked using an automated system, with real-time alerts sent to parents and caregivers for unexplained absences. Attendance data will be analysed weekly and monthly to identify patterns and inform interventions. SMART goals will be set at both individual and school-wide levels to drive consistent improvement.

A tiered intervention model will support students with emerging attendance issues. This includes personalised plans, mentorship for chronically absent students, and attendance contracts co-developed with families. Recognition and reward programmes will motivate students through monthly attendance awards, healthy competition between classes, and end-of-year celebrations for those with excellent records.

The school will also provide academic support for students returning after absences—such as tutoring and homework clubs—to ensure they stay on track. Technology will be used to maintain connection during unavoidable absences, such as sporting commitments, through virtual check-ins and access to online learning resources. Families will be actively engaged through communication tools and regular feedback opportunities, ensuring a collaborative and inclusive approach.

Success in improving attendance will be measured through a reduction in chronic absenteeism, an increase in overall attendance rates, and improved student engagement indicators. Progress will be reported regularly to school leadership and stakeholders, and strategies will be adjusted based on community feedback and data analysis.

STUDENT BENEFITS

By integrating high academic expectations with strong attendance systems and holistic support, students at the charter school will benefit from a stable, responsive learning environment that promotes both achievement and wellbeing. Consistent attendance ensures continuous access to learning, while personalised academic support empowers students to succeed regardless of background or external pressures. This approach not only lifts individual outcomes but also strengthens the school culture and long-term community trust.

4. HOW WILL YOU ENSURE THE STANDARD OF TUITION WILL ENABLE YOU TO MEET YOUR CONTRACTED OUTCOMES IN THE PERFORMANCE MANAGEMENT FRAMEWORK?

STANZ will ensure a consistently high standard of tuition through a strategic combination of strong academic leadership, data-informed teaching practices, targeted professional development, and regular quality assurance processes. These elements are designed to align with and exceed the expectations set out in the Performance Management Framework, particularly in areas such as student achievement, engagement, equity, and continuous improvement.

At the core of this approach is the leadership of the Director of Curriculum, who will oversee the design, implementation, and ongoing refinement of the school's teaching and learning programme. This curriculum will be aligned with the New Zealand Curriculum, with clear learning progressions, assessment standards, and culturally responsive pedagogies tailored to meet the diverse needs of the student population. Teachers will use assessment data and real-time learner analytics to personalise instruction, differentiate content, and provide timely feedback to ensure all students are making measurable progress.

To maintain and strengthen the quality of teaching, all staff will participate in a structured programme of professional learning and development (PLD). This will include training in high-impact teaching strategies, digital pedagogy, inclusive education, culturally sustaining practice, and subject-specific content. PLD will be delivered through a mix of internal workshops, coaching, external providers, and collaborative inquiry groups, all linked to performance goals and student outcomes.

Regular instructional walkthroughs, classroom observations, and peer reviews will be conducted by the leadership team to monitor the consistency and effectiveness of teaching practice. Feedback from these processes will inform teacher growth plans and ongoing support. Student voice and whānau feedback will also be incorporated into teaching evaluations to ensure learning remains relevant, engaging, and meaningful.

To support equity and excellence, the school will maintain early identification systems for students at risk of underachievement, with tailored academic interventions such as tutoring, mentoring, or specialist support. Achievement and engagement data will be disaggregated and tracked by priority groups to ensure all students—particularly Māori, Pasifika, and those with learning support needs—are progressing in line with school and national benchmarks.

Performance against the contracted outcomes in the Performance Management Framework will be measured regularly through a combination of internal data tracking, external moderation, and reporting to the Sponsor Board. The school will respond dynamically to any identified gaps, using evidence to inform teaching improvements and resource allocation.

In summary, a rigorous and reflective approach to teaching and learning, driven by high expectations, strong leadership, and continuous improvement, will ensure the standard of tuition is sufficient to meet and exceed all contracted outcomes for student progress, engagement, and achievement.

5. WHAT STRATEGIES WILL YOU APPLY TO ENABLE AND SUPPORT MONITORING AGAINST EACH PERFORMANCE MEASURE IN THE PERFORMANCE MANAGEMENT FRAMEWORK?

The school employs a multifaceted strategy to raise academic achievement, focusing on personalised learning, rigorous academic standards, and continuous support. This strategy is designed to ensure all students reach their full potential, benefiting from a well-rounded education that prepares them for future success. The key components of our strategy are outlined below:

- **Academic Curriculum Development:** The designed curriculum is rigorous and academic, meets national standards and is tailored to the needs of our students. This curriculum will emphasise critical thinking, creativity, health and well-being, and a strong foundation in core subjects.
- **Educational Resources and Expertise:** Access to experienced educators, state-of-the-art teaching resources, and a supportive learning environment. Their expertise in delivering high-quality education will ensure our students receive the best possible academic instruction.
- **Assessment and Evaluation:** Regular student assessments, teacher evaluations, and continuous curriculum improvement processes will be overseen to maintain high academic standards.

PERSONALISED LEARNING PLANS

- **Tailored Education:** Each student will have an individualised learning plan tailored to their strengths, needs, and aspirations. This ensures that every student receives the support and guidance necessary to achieve their full potential.
- **Ongoing Support:** Continuous monitoring and adjustments to learning plans based on student progress will ensure that each student stays on track to meet their academic goals.

INTEGRATED CURRICULUM

- **Academic and Athletic Balance:** Our curriculum integrates rigorous academic education with elite sports training, promoting a balanced development of intellectual, physical, and emotional skills. This dual focus supports students in excelling both academically and athletically.
- **Advanced Literacy Through Football:** This course advances literacy skills through the lens of football, integrating reading, writing, speaking, and critical thinking with in-depth studies of football's impact on society, media, business, and culture.

LIFE SKILLS EDUCATION

- We believe in the term “better people make better players” in sports, which signifies the belief that personal character and life skills directly contribute to athletic performance. It underscores the importance of developing well-rounded individuals who possess qualities that extend beyond physical abilities and technical skills.
- Comprehensive Development: Through sports and academic programmes, students develop essential life skills such as discipline, teamwork, time management, and resilience. These skills are crucial for personal and professional success.

INNOVATIVE TEACHING METHODS

- Advanced Learning Techniques: Employing innovative teaching methods and advanced educational technologies to enhance learning outcomes. These techniques keep students engaged, improve retention, and make complex concepts easier to understand.
- Professional Coaching: Leveraging local expertise to offer top-tier sports coaching and training programmes, helping students reach their full athletic potential.
- Parental Involvement and Community Engagement

BENEFITS TO STUDENTS

- Well-Rounded Education: The integration of academics and athletics promotes well-rounded development, preparing students for success in various fields.
- Life Skills: Developing essential life skills ensures students are well-equipped for future challenges.
- Personalised Learning: Tailored learning plans ensure each student receives the support they need, leading to improved academic performance.
- High Standards: Rigorous curriculum and continuous assessments maintain high academic standards.
- University Preparation: Comprehensive support for university applications and securing scholarships provides students with opportunities for higher education.
- Career Opportunities: Insights into various career pathways within the sports industry and beyond help students understand diverse opportunities.

By implementing this comprehensive strategy, the school is committed to raising academic achievement and providing students with the knowledge, skills, and opportunities they need to succeed both academically and athletically.

6. DESCRIBE HOW WILL YOU MANAGE THE EARLY IDENTIFICATION OF ISSUES AND RISKS AND WHAT PREVENTATIVE MEASURES WILL YOU TAKE TO ADDRESS THEM.

A proactive and systematic approach to risk and issue management will be embedded across the school's governance, leadership, and operational systems from the outset. The school will implement a comprehensive risk management framework aligned with best practice and supported by the sponsor organisation, which has established systems in place for compliance, health and safety, financial oversight, and reporting. These systems will provide consistent tools and procedures to identify, assess, and manage risks at both the strategic and day-to-day levels.

Early identification of issues will occur through regular data monitoring, staff reporting mechanisms, and internal review processes. Attendance, academic progress, financial performance, and staff wellbeing will all be closely tracked through the school's integrated information systems. Scheduled reviews of student data, operational performance, and strategic goals will take place at both leadership and board levels, allowing for

early detection of variances or red flags. Staff will be trained and encouraged to escalate concerns through clear channels, supported by an open and collaborative culture that prioritises transparency and continuous improvement.

Preventative measures will include the development of detailed policies and procedures for key risk areas (e.g., student safety, financial controls, staffing, digital security), comprehensive induction and training for staff, and the use of scenario planning and risk registers to prepare for potential challenges. The school will also establish a Whānau and Community Engagement Strategy, recognising that strong partnerships with families are a key component of early issue identification—particularly around attendance, wellbeing, and student engagement.

Additionally, the Sponsor Board and senior leadership team will conduct quarterly risk reviews, drawing on input from across the school to update mitigation strategies and evaluate the effectiveness of current controls. This structured yet responsive approach ensures that emerging issues are quickly identified, addressed early, and do not escalate into larger problems.

By combining strong governance, robust systems, and a proactive culture, the school will effectively manage risk and foster a safe, stable, and high-performing learning environment for all students and staff.

7. OUTLINE STRATEGIES FOR ADDRESSING ACADEMIC UNDERPERFORMANCE.

To address academic underperformance at, we will implement a comprehensive and multi-faceted strategy that involves early identification, targeted interventions, continuous monitoring, and fostering a supportive learning environment. Here are the key strategies:

EARLY IDENTIFICATION AND ASSESSMENT

- **Baseline Assessments:** Conduct baseline assessments at the beginning of the academic year to identify students who may be at risk of underperforming.
- **Continuous Monitoring:** Implement continuous monitoring through regular formative and summative assessments to track student progress and identify improvement areas.
- **Data-Driven Decisions:** Use data analytics to identify patterns and trends in student performance, allowing for timely and informed interventions.

INDIVIDUALISED LEARNING PLANS

- **Personalised Support:** Develop individualised learning plans for students identified as underperforming. These plans will outline specific goals, strategies, and support mechanisms tailored to each student's needs.
- **Regular Reviews:** Review individualised learning plans to adjust strategies and interventions based on student progress.

TARGETED INTERVENTIONS

Tutoring and Mentoring: Provide additional tutoring and mentoring support for students who need extra help. This can be delivered through one-on-one sessions, small group work, or peer tutoring

- **Specialist Support:** Engage specialist teachers and support staff, such as learning support coordinators, to provide targeted assistance in literacy, numeracy, and learning difficulties.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

- **Training Programmes:** Offer professional development programmes focused on effective teaching strategies, differentiation, and the use of data to inform instruction. Ensure teachers are equipped to support diverse learning needs.
- **Collaborative Practices:** Encourage collaborative practices among teachers, such as peer observations and team teaching, to share best practices and improve instructional quality.

ENHANCED LEARNING ENVIRONMENT

- **Engaging Curriculum:** Design a curriculum that is engaging and relevant to students' interests, particularly integrating sports and academics to make learning more meaningful and enjoyable.
- **Blended Learning:** Utilise blended learning approaches that combine traditional classroom teaching with online and experiential learning opportunities to cater to different learning styles.

PARENTAL AND COMMUNITY ENGAGEMENT

- **Regular Communication:** Maintain regular communication with parents and guardians about their child's progress and the support provided. Involve them in the development and review of individualised learning plans.
- **Workshops and Resources:** Offer workshops and resources to help parents support their child's learning at home. Build strong partnerships with the community to provide additional resources and support.

POSITIVE SCHOOL CULTURE

- **Inclusive Environment:** Foster an inclusive school environment where all students feel valued and supported. Emphasise the importance of effort and improvement rather than just achievement.
- **Recognition and Rewards:** To motivate and encourage students, implement a system of recognition and rewards for academic progress and effort.

EXTRACURRICULAR AND ENRICHMENT ACTIVITIES

- **Balanced Development:** Provide extracurricular and enrichment activities, including sports, arts, and clubs, that support students' holistic development. These activities can help boost confidence and engagement, improving academic performance.
- **Study Skills Workshops:** Offer workshops on study skills, time management, and exam preparation to help students develop effective learning strategies.

MENTAL HEALTH AND WELL-BEING SUPPORT

- **Counselling Services:** Provide access to counselling and mental health services to support students' emotional and psychological well-being. Addressing these areas can significantly impact academic performance.
- **Well-being Programmes:** Integrate well-being programmes into the school curriculum to teach students about stress management, resilience, and healthy lifestyle choices.

We aim to create an environment where all students, including those at risk of underperforming, receive the support and resources they need to succeed academically. This comprehensive approach ensures that academic interventions are timely, targeted, and practical, improving student outcomes and overall academic achievement.

In addition to the above, it's important to note that both sides of the offering will be valued equally—education and high-performance sports. Students must maintain strict minimum standards in their education to remain in the programme. This incentive to maintain standards will act as a 'carrot' and 'stick' in an environment focussed on high performance and development.

8.

DESCRIBE ACADEMIC ACHIEVEMENT AND ATTENDANCE PROGRAMMES OR INITIATIVES THAT WILL ENABLE YOU TO MEET/ EXCEED THE PERFORMANCE MEASURES.

To ensure high levels of academic achievement and strong attendance, we implement a range of targeted, evidence-based programmes and initiatives designed to support student success across all year levels.

1. **ACADEMIC ACHIEVEMENT INITIATIVES**

a. **DATA-DRIVEN INSTRUCTION**

We utilise regular formative and summative assessment data to track student progress and inform teaching practices. Data analysis meetings are held frequently to identify students at risk, set improvement targets, and adjust classroom instruction accordingly.

b. **INDIVIDUALISED LEARNING PLANS (ILPS)**

Students who are below expected curriculum levels receive tailored ILPs, which outline specific goals, support strategies, and timelines. These are developed collaboratively with whānau and reviewed regularly.

c. **DIFFERENTIATED LEARNING PROGRAMMES**

Extension programmes are offered for high-achieving students to ensure all learners are challenged and able to exceed expectations and support programmes provided for those learners needing additional support to raise their curricula level.

2. **ATTENDANCE PROGRAMMES AND INITIATIVES**

a. **DAILY ATTENDANCE MONITORING**

Our attendance system flags unexplained absences daily. Follow-ups occur via SMS, phone calls, or home visits when necessary, in partnership with our pastoral team.

b. **WHĀNAU ENGAGEMENT**

We prioritise strong, positive relationships with whānau to reinforce the importance of regular attendance. Regular hui and communication channels help maintain trust and collaborative problem-solving.

c. **ATTENDANCE INCENTIVES AND RECOGNITION**

Students with high or improved attendance are acknowledged through a positive programme.

d. **PASTORAL AND WRAPAROUND SUPPORT**

When necessary we work closely with external agencies (e.g., RTLB, SWiS, public health) to support families experiencing barriers to attendance, including transport, housing instability, or health issues.

e. **ATTENDANCE ACTION PLANS**

For students with chronic absenteeism, personalised attendance plans are co-developed with whānau and support staff, with regular check-ins and agreed-upon goals.

APPENDICES

Financial Information

Letters of Support



Released under the Official Information Act 1982



KPMG
44 Bowen Street
PO Box 996
Wellington 6140
New Zealand
T: +64 4 816 4500

**Request for Application to operate a Charter School opening in 2026
Proposed Budget Information
Applicant Name: STANZ Wellington 11-13**

Review of forecast information

As part of your request for Application to operate a Charter School opening in 2026, we understand that you have been asked to provide budget information for each year of your first three years of operation.

KPMG has been working with Welnix Limited Partnership for several years. During this time, we have supported the Partnership's finance function, prepared its annual financial statements, and provided advice on various financial and business matters. You have asked us on behalf of Welnix LP to review the budget information to support the application to operate a Charter School.

As per the scope and disclaimer outlined at the back of this report, our review was limited to the following:

- Discussion with you in relation to the assumptions contained in the profit and loss and basis of these assumptions.
- Reasonableness check of the timing assumptions in the balance sheet
- Flow through of the profit and loss, balance sheet and cash flow positions
- Treatment of fixed asset purchases and flow through of depreciation to the financial statements.

We have enclosed copies of the Proposed Budget Summary Profit and Loss, Balance Sheet and Cashflow positions on the following pages.



13 May 2025

To whom it may concern

Hurricanes Rugby is aware of the proposed charter school based on youth sporting development based at NZCIS and offer our endorsement and look forward to having young rugby players involved.

As a professional rugby organisation dedicated to excellence both on and off the field, we understand the transformative power of combining elite athletic training with high-quality education.

This initiative aligns closely with our mission to foster talent, leadership, discipline, and community involvement among young athletes. A charter school focused on performance presents a unique and much-needed opportunity for student-athletes to thrive academically while receiving the athletic development and support necessary to pursue excellence in sport.

We believe that the integration of a rigorous academic programme with high-level sports performance training will not only prepare students for success in their athletic careers but also instil life skills that extend far beyond the playing field. The Hurricanes support this initiative and look forward to understanding how we can contribute to the overall success of the school.

We are confident that this school will serve as a model for student-athlete development and will have a positive and lasting impact on our region. We look forward to exploring ways we can contribute to its success.

Yours sincerely etc

Yours sincerely

A handwritten signature in black ink, appearing to read "Avan Lee", written in a cursive style.

Avan Lee
Chief Executive
9(2)(a)



CRICKET WELLINGTON INC.

CREATING OUTSTANDING CRICKET EXPERIENCES FOR THE PEOPLE OF WELLINGTON

13 May 2025

To whom it may concern

RE: Endorsement for Establishment of a Charter School at NZCIS

Cricket Wellington is pleased to offer its endorsement for the establishment of charter school at NZCIS.

We recognise the unique opportunity this school presents in integrating academic achievement with high-performance sports education. This innovative approach not only supports the holistic development of young athletes but also ensures they are well-equipped for success both on and off the field.

As the governing body for cricket in the Wellington region, we are committed to fostering pathways for talented youth to progress through the sport. We see strong potential for collaboration with the school in nurturing emerging cricketing talent. Players affiliated with Cricket Wellington may benefit from the school's tailored athletic programs, flexible academic scheduling, and access to specialist coaching and facilities.

We look forward to exploring ways in which our athletes can participate in and benefit from the environment created by the school, and we are open to contributing coaching expertise, resources, and player development insights where appropriate.

Cricket Wellington supports this initiative and is excited by the long-term potential it holds for the sporting and educational landscape in our region.

Kind regards,

A handwritten signature in black ink, appearing to read 'Todd Bryant', is written over a large, diagonal watermark that says 'Released under the Official Information Act 1982'.

Todd Bryant
Chief Executive Officer
Cricket Wellington



16th May 2025

Wellington Phoenix
David Dome
Level 3, NZCIS B-Block
30 Somme Road, Trentham

Tēnā koe David

Re: Endorsement Charter School – Wellington Phoenix

We have had the pleasure of working alongside each other for many years so this letter of endorsement for the Wellington Phoenix Charter School application is an easy one to write.

As mana whenua of Te Whanganui a Tara, Te Atiawa, we have worked closely together since 2017 with the launch of your brand that now incorporates “E Rere Te Keo” in the logo. Since then our relationship has strengthened as we sit side by side to increase the cultural capabilities and acceptance of Te Ao Māori into the values of the club. Our journey and the clubs progress over the years has been one of positivity and acceptance and I look forward to the continued progress and opportunities through the Charter School should the application be accepted.

The Wellington Tenth's Trust is an ahu whenua trust that originated in 1839 with the arrival of the New Zealand Company to Aotearoa. We are the haukainga (the home people) of this whenua and therefore, have the role to manaakitanga (welcome and support) all people who live in the region. We appreciate the open door the Phoenix club has provided enabling us to fulfil our role here. David you have been a pillar of this work.

The whakaaro (idea) to operate a charter school for young people with a focus on football and with the incorporation of Te Ao Māori is a fantastic approach. This provides a gateway for tamariki whose strengths are in their physical attributes. Many tamariki Māori sit within this scope and so the opportunities here will be endless for them.

We wish you all the best with your application and look forward to continuing our positive relationship and journey with the club.

Ngā mihi nui

Vicki Hollywell
Manahautū | General Manager
Hikoikoi Management Limited
(Wellington Tenth's Trust)



ROYAL WELLINGTON
GOLF CLUB

Royal Wellington Golf Club Inc.
Golf Road, Heretaunga, Upper Hutt, New Zealand
Telephone, +64 4 528 6900
www.RoyalWellington.com

13 May 2025

To whom it may concern,

On behalf of the Royal Wellington Golf Club, I am pleased to offer our full support for the establishment of the proposed sports-specific charter school, which will have the potential to include golf as a dedicated sporting option.

Royal Wellington has a proud history of fostering talent and promoting the game of golf at all levels, from grassroots development through to elite competition. We strongly believe that integrating golf into a school environment—where students can combine academic learning with sports training—provides an excellent opportunity for young athletes to grow both on and off the course.

We are excited by the vision of a school that recognises the value of sport in education and personal development. Golf teaches valuable life skills such as discipline, integrity, focus, and resilience. A structured, school-based golf programme will not only enhance the athletic pathway for aspiring golfers but also contribute to the overall character development of students.

Royal Wellington is open to exploring opportunities to support the golf programme through access to our facilities, mentorship from our members and professionals, and collaboration on training and development initiatives. We see great potential in forming a partnership that benefits both the school community and the wider golfing community in the region.

We commend the initiative and ambition behind this project and are confident that it will have a meaningful impact on the future of young athletes in our area.

Yours sincerely,

Dylan Lindstrom

General Manager

9(2)(a)





OFFICE OF THE MAYOR
CITY OF UPPER HUTT

Letter of Support – Charter School

To Whom It May Concern

I write in support for the establishment of a Charter School at the New Zealand Campus of Innovation and Sport (NZCIS).

The concept of a Charter School based at the NZCIS in conjunction with the Wellington Pheonix along with rugby and golf, will enable young people in their last three years of secondary school to not only develop educationally but more importantly at the elite level of their chosen sport. It will give them the opportunity to develop educationally and in their chosen sport they had highlighted earlier.

I believe this will compliment the existing schools in the region and lead to areas of neutral collaboration with the existing schools.

NZCIS is a very successful campus. The leading training facility in the country. It has coaching expertise, state of the art equipment, techniques and of course the intellectual talent amongst the staff.

We are in support of this proposal.

If I can be of further assistance, please do not hesitate to contact me on 9(2)(a)

Wayne Guppy
Koromatua | Mayor

May 2025



To Whom It May Concern;

12th May 2025

The New Zealand Campus of Innovation and Sport (NZCIS) is proud to support the establishment of a charter school with a dedicated focus on sports and technology. Education has always been one of the foundational pillars of NZCIS, and we are excited by the opportunity to help realise a vision that places young people at the centre of a world-class, future-focused learning environment.

This proposed co-educational school is uniquely positioned as a tenant, to integrate seamlessly with NZCIS's advanced capabilities in sports science, technology, and athlete development. Our campus offers an ideal setting for young athletes to train, learn, recover, and thrive with balance—addressing the current challenges of early or late training schedules that compromise wellbeing and performance.

NZCIS is committed to supporting the co-educational school with onsite boarding, providing immersive learning opportunities, collaboration across programmes, and a pathway toward tertiary study in partnership with leading universities. We see this initiative as a game changer—not only for aspiring athletes but for those interested in careers across the broader sports sector, including data science, journalism, and medical sciences.

Located in the wider Wellington region, the school will build on the positive economic and social momentum NZCIS has already generated. We are proud to support the Wellington Phoenix's application to launch this school and look forward to working together to deliver long-lasting benefits to students, families, and the broader community.

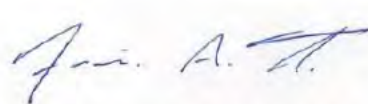
Yours sincerely



Owner & Director
Malcolm Gillies



Chief Executive Officer
Belinda Wotton



Director Strategic Partnerships & Innovation
Jamie Tout

APPLICATION DECLARATION

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

Signature:



Full name:

David Dome

Title / position:

Sponsor/General Manager Wellington Phoenix FC

Name of organisation:

Sport and Technology Academy of New Zealand

Date:

16 May 2025