



**Charter School
Agency**



Sisters United Academy Charter School Application
A Future-Focused Charter School for Pasifika Girls

Auckland, New Zealand

2025



Purpose and contribution

Purpose

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

At Sisters United Academy (SUA), our vision is clear: Pasifika girls will lead the future - not by fitting into the world as it is, but by creating the world as it should be. Sisters United Academy is a future-focused all-girls Pasifika charter school. We unlock mastery in identity, digital innovation, creativity, and leadership.

We exist to unleash a generation of young women who are confident, creative, and unstoppable - deeply proud of their Pasifika identities and boldly equipped to innovate, lead, and build in a 21st-century, ever-changing digital world. We are setting a new standard for Pasifika academic excellence, where every girl leaves achieving the highest national standards through her passions, personalised learning, and future pathways. No one gets left behind. At our school, education is about ownership, empowerment, and real-world readiness. Every learning experience is designed so that students don't just succeed academically - they lead projects, launch businesses, create digital futures, and drive social change.

In a world of accelerating change, automation, and global innovation, Sisters United Academy students are not preparing for yesterday's jobs - they are creating the industries, enterprises, and solutions of the future. We see them leading in digital technologies, entrepreneurship, creative industries, health innovation, and beyond; setting the pace for a new Pasifika generation rising. To support every young person's journey, we combine the power of adaptive AI-driven learning, 1:1 coaching relationships, and personalised pathways. Students work at their own pace, mastering foundational skills, unlocking passions, and accelerating into areas of strength. No learner is left behind.

Academic tools alone are not enough. Pasifika culture, language, values, and storytelling are woven into every aspect of school life - from the foundation of the school culture, how we talk, speak, act, academic learning to leadership development, from creative projects to daily connection rituals. Our students are empowered to stand tall in their cultural identities, using them as a source of strength, creativity, and leadership. Wellbeing, cultural pride, and inner confidence are the true foundation of our model. From the moment a student enters our school, she is seen, valued, and celebrated along with their families. Aiga are equally a part of the school as the students. We nurture self-worth, belonging, and joy every day, building motivation to learn and the emotional strength that powers leadership and lifelong success - this is one of the most important aspects of our school culture and crucial for a high academic achievement. We support young people by delivering:

Identity as Power - Pasifika culture, creativity, language, and storytelling are not extras - they are the engines of innovation, leadership, and success.

At the Front of the Digital Future - Sisters United Academy leads in AI-powered learning, digital entrepreneurship, and future-focused education, preparing young women to innovate, create, and own the next era.

Changemakers - Students launch businesses, drive creative projects, and lead real-world initiatives while still at school.

Mastery of Passions, Creativity, Life Skills, and Futures - Every student builds her own personalised learning pathway, mastering academic foundations, creative talents, life skills, and future industries.

A Movement - Education is more than achievement, it is belonging, connection, and collective rise. Through intentional sisterhood, daily mentorship, and a school-wide culture of empowerment, every girl is supported to believe in her brilliance, lift others as she climbs, and carry the spirit of leadership into every space she enters - for life.

Our vision is a future where Pasifika girls are present, they are powerful, visible, and shaping the world. Every student is supported to discover, master, and lead with her unique passions, creativity, and talents - whether in business, digital innovation, storytelling, performing arts, or social leadership. We don't just prepare them for



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success - we empower them to define it on their own terms.

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

At Sisters United Academy (SUA), our motivation to establish this school is deeply personal, powerfully informed: a need to support our youth for the future. As a well-established Pasifika youth organisation, Sisters United works with over 1,000 Pasifika youth across more than 32 schools and communities in Auckland each year, alongside disengaged youth in schools, young people on unemployment benefits, those facing mental health challenges, and emerging leaders in schools. We are called in by schools, agencies, and whānau when the system has already struggled to re-engage students, rebuild leadership pathways, and restore confidence and belonging into students.

Through this work, we have seen the deep needs:

- Disengagement driven by disconnection from identity, creativity, and real-world relevance.
- Loss of confidence and self-belief in systems that do not see the full brilliance of Pasifika girls.
- Lack of future-focused pathways for leadership, entrepreneurship, and emerging industries.
- Gaps in wellbeing support and culturally sustaining environments that affirm who students are. But we have also seen what works.
- We know, through proven experience, what it takes to build a culture of motivation, support, resilience, creativity, and success.
- When students are surrounded by high expectations, cultural pride, personalised pathways, and daily mentorship, they do not just re-engage - they rise.

We are motivated because we have lived the realities, and we have seen the possibilities. We know that Pasifika youth are still disproportionately represented among those who disengage from school early or fall into NEET (Not in Education, Employment or Training) categories after leaving. This is not a reflection of their talent or ambition - it is a reflection of systems that have failed to nurture and prepare them in a way that they need due to a restrictive learning environment. At Sisters United, we are determined to change this story. Pasifika girls deserve a system that sees them, embraces their culture, believes in them, and equips them to lead - not just survive.

Having worked at the other end of the system, called in to repair and restore what was missing - we are now ready to build the full foundation from the beginning: A school where motivation, self-confidence, identity, wellbeing, leadership, and future opportunity are not afterthoughts, but the starting point, this is our superpower and expertise and we have proven with thousand of girls how our model works. Sisters United Academy is designed to be the first of its kind - a school where Pasifika girls lead the new education movement; a future where they are not left catching up, they are at the forefront of education.

We are motivated to lead boldly:

- To harness the power of future technologies, adaptive AI learning, and personalised 1:1 tutoring that truly meets each student where she is and moves at a faster pace than in a big class setting.
- To shift from outdated, one-size-fits-all education models to dynamic, tailored, mastery-based learning.
- To give Pasifika girls the digital skills, leadership pathways, and creative opportunities they need to succeed - and to shape the future world, while staying true to their culture, values, languages, and traditions: a holistic weaving of traditional and future worlds in a safe, open environment.

We are ready to take the chance others have not. We are motivated with the other Pasifika experts within our own community who have experience and passion in the different areas of our school who will come together to create something life-changing in the education sector; including Pasifika education, AI, wellbeing, entrepreneurship, sports & creativity. The time has come to build a school where innovation is normal, culture is powerful, leadership is daily, and dreams are tangible - because we know through experience that when the right foundation is built, our young women will thrive and will lead generations forward. They deserve a system that matches their potential - not limits it.



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

Curriculum Approach:

SUA delivers a reimagined curriculum model that blends high academic standards, Pasifika values, AI-powered personalisation, and future pathways. It is designed to unlock mastery, identity, wellbeing, entrepreneurship, and global readiness - all within a culturally grounded Pasifika framework. Our day is structured to build strong academic foundations in literacy, numeracy, and science each morning, and leadership, life skills, creativity, and future readiness each afternoon.

9(2)(b)(ii)

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9(2)(b)(ii)

Cultural Approach:

At Sisters United Digital Academy (SUA), we are not a school that *serves* Pasifika learners - we are a Pasifika school. Culture is the foundation of how we teach, how we lead, and how we build futures. Our educational model is structured intentionally around Pasifika frameworks that are embedded, active, and lived daily.

Fonofale Model

The Fonofale Model (Pulotu-Endemann, 2009) is the core framework shaping the school's learning environment, leadership development, and pastoral care systems. Learning and wellbeing are built together. It is the foundation for all our wellbeing, learning, leadership development, and community engagement. It recognises the centrality of



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family, culture, spirituality, and holistic wellbeing in building confident, creative, and future-ready Pasifika leaders. There are four key elements to this framework, outlined below:

- **Family as Foundation:** Every student’s learning journey begins with family and āiga. Āiga are active partners in building Personal Learning Plans, wellbeing goals, and leadership pathways. Family voice is central in academic mentoring sessions, leadership nominations, cultural projects, and community service initiatives. Learning is understood as a collective achievement, with students' success seen as an extension of family honour and future legacy.
- **Culture as the Roof:** Culture is the shield and guide for education at SUA. Curriculum content draws intentionally from Pasifika ancestral knowledge, indigenous innovation, storytelling traditions, faith practices, creative entrepreneurship, and digital storytelling. Students do not simply learn about culture; they actively participate in it - through traditional arts, tivaevae (quilting), weaving, tapa-making, dance, oratory, and cooking. 9(2)(b)(ii)

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- **Pillars of Total Wellbeing:** Student success at Sisters United is measured through both academic achievement and holistic hauora - physical, emotional, mental, social, and spiritual strength. Wellbeing is embedded across school life, not separated from curriculum or leadership development. 9(2)(b)(ii)

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- **Elements (Environment, Context, Time):** Students learn through their connections to land, ocean, time, and community. 9(2)(b)(ii)

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Learning is built to honour the past, respond to the present, and create the future - with students positioned as navigators of their own journeys across time, space, and community.

Tapasā Framework:

To ensure excellence in teaching practice, we embed the Tapasā Framework (Teaching Council, 2018) into all staff development and performance evaluation, a living guide for teaching, leadership and training. Tapasā strengthens our commitment to Pasifika identity, relational leadership, and culturally grounded education across every part of the school.

- **Knowing Our Learners - Learning Begins With Identity**
Means deeply understanding their whakapapa, their cultures, and their futures. Every student creates a Personal Identity Portfolio, capturing their heritage, family journeys, and leadership dreams. Guides use these portfolios to shape teaching and coaching, ensuring that academic growth is built alongside cultural pride and leadership development. Identity is the starting point for every learning journey.
- **Building Strong Relationships - Vā as Leadership**
Relationships at SUA are a professional responsibility. All staff are trained in vā leadership - learning to create and protect sacred spaces between people. Building trust, restoring relationships, and nurturing whānau connections are deliberate leadership practices measured and strengthened through professional



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learning. Our classrooms, leadership groups, and communities are spaces where vā is respected, maintained, and honoured every day.

- **Strengthening Pedagogy - Teaching From Pacific Worlds**

Learning at Sisters United is shaped by Pacific ways of knowing. Our curriculum is built from Pacific knowledge systems first - from oratory and storytelling to navigation, genealogy, and collective leadership. Students learn through speaking, creating, leading projects, and working together, as well as through formal academic writing. Teachers are trained to reflect on their practice, ensuring they uphold Pasifika worldviews, nurture identity, and grow global capabilities at the same time.

Through Tapasā, our staff are delivering the curriculum as well as nurturing identity, leadership, and relational excellence.

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

At its heart, Sisters United Academy is a catalyst for generational change in Pasifika communities.

- **Reversing Systemic Educational Disadvantage**

Despite talent, creativity, and resilience, Pasifika students, particularly young women, remain underrepresented in university entrance statistics, leadership pipelines, and high-growth industries like technology and innovation (Ministry of Education, 2023). This reflects systemic failure, not individual potential. SUA exists to flip that narrative permanently, restoring faith, ownership, and self-determination to Pasifika communities over the futures of their daughters.

- **Creating Intergenerational Impact**

Pasifika success is communal and intergenerational. Research shows that educational success among Pasifika women is strongly correlated with family upliftment, community leadership, and entrepreneurship (Anae, 2016). When a Pasifika girl rises, her whānau, aiga, and village rise with her. SUA is building intergenerational ladders of empowerment - not just individual careers.

- **Global Pacific Diaspora Leadership Community**

Across New Zealand and the wider Pacific diaspora, leadership in business, politics, and innovation remains heavily male-dominated, with Pasifika women significantly underrepresented in national decision-making and global influence roles. SUA is building the next generation of Pasifika women leaders who will transform this reality - leading not only within their communities, but also nationally and internationally. Their leadership will create new pathways, shift systemic barriers, and ensure Pasifika voices and values are visible at the highest levels of influence.

- **Building Representation in the Digital and Innovation Communities**

Pasifika women remain critically underrepresented in Aotearoa's digital, technology, and innovation sectors, making up less than 1% of digital entrepreneurs and only 2.6% of the national technology workforce (NZTech, 2022). Sisters United Academy responds directly to this gap by preparing Pasifika girls to lead in AI, digital industries, and entrepreneurial innovation, weaving cultural pride, relational leadership, and future fluency into daily learning. By building a generation of Pasifika digital innovators, Sisters United strengthens both our communities and the future economy of Aotearoa.

- **Shifting from Participation to Ownership**

Pasifika communities have historically been participants in others' systems. SUA however, produces leaders, innovators, and creators who own their futures and reshape systems through a Pasifika lens, reflecting their identities and uplifting their communities. They will create their own systems.

- **Reclaiming Identity and Healing**

Cultural identity and belonging are proven to be foundational to Pasifika educational success (Airini et al.,



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2010; Alton-Lee, 2003). Without culturally sustaining environments, Pasifika students disengage, underachieve, and lose confidence. SUA is a healing space where: Culture, language, and belonging are academic strengths, Identity is celebrated, affirmed, and leveraged into leadership. We are reclaiming Pasifika identity as the centre of education.

- **Preparing for the Future**

The emerging digital economy demands AI fluency, entrepreneurship, leadership, and innovation. OECD data warns that without intervention, Pasifika communities risk being left behind in the digital divide (OECD, 2021). We prepare students to lead in AI, entrepreneurship, creative industries, and global citizenship - they will design, lead, and own it.

- **Delivering Measurable Educational Impact**

Sisters United Academy drives academic success that directly strengthens Pasifika families and communities. By lifting NCEA attainment, literacy, numeracy, and digital fluency, we open real pathways for Pasifika girls into tertiary education, skilled careers, and leadership roles where they are currently underrepresented. Higher achievement leads to higher household incomes, stronger financial security, and new Pasifika-led businesses and initiatives. Each graduate brings back educational capital, income potential, digital skills, and leadership capacity into her whānau, church, and village networks. Through measurable educational outcomes, SUA builds lasting community resilience, economic advancement, and self-determination from within.

Contribution

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

At SUA, we offer genuine educational choice for Pasifika families across Auckland, through a model built specifically to unlock leadership, academic excellence, digital innovation, cultural strength, and future pathways for their daughters. The families become partners and co-builders of their daughters' education.

Our school removes traditional barriers like geographic zoning, expensive school fees, and limited local school options. Families who have long been restricted by postcode can now choose an education intentionally designed to affirm identity, accelerate achievement, and expand futures, not just for their daughters, but for their wider whānau and community. We will enhance family and whānau opportunities through:

Personalised Learning Pathways Designed with Whānau

Every student co-designs a Personalised Learning Plan alongside her family, ensuring that academic goals, cultural leadership development, creative passions, entrepreneurial projects, and future industries are intentionally connected. This process empowers families to be active participants in shaping their daughters' futures - aligning aspirations with real educational strategy and opportunities.

Real-Time Learning Progress for Families:

We provide families with access to a secure online platform to track their daughter's academic progress, leadership milestones, and project achievements in real time through a secure AI tracking tool. This ensures whānau are actively connected to their child's learning journey every day, reliant on an assessment calendar of a school's guidelines over the year to see their progress - thus strengthening engagement, celebrating success, and supporting growth in partnership with the school.

Relational Talanoa Learning Reviews:

Termly talanoa-based learning conferences create authentic relational spaces where families, students, and guides celebrate achievements, identify opportunities, and re-align goals. Families are seen not as outsiders to learning, but as essential co-educators - strengthening trust, motivation, and long-term leadership development.



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Whānau Innovation and Enterprise Hubs:

SUA invites whānau into entrepreneurship, wellbeing leadership, digital innovation, and creative enterprise labs alongside students as well as training programs for parents around AI, our curriculum, how to support their child follow their passions and education. These hubs allow families to build new skills, grow community leadership capacity, and participate in the wider economic and digital opportunities that their daughters are accessing.

Building Intergenerational Success:

The impact of our model extends beyond individual students. As daughters rise in leadership, innovation, and entrepreneurship, networks expand for the whole whānau, with wider access to future industries, and broader economic and creative opportunities - strengthening community resilience and success for generations to come. Our model strengthens the role of whānau in educational leadership, ensures cultural identity is protected and celebrated, and opens new pathways into business, technology, creative industries, health innovation, and community leadership.

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

SUA creates transformational outcomes - not only for our students, but for the future of education in Aotearoa. We will produce young Pasifika women who are academically excellent, culturally grounded, future-focused, mentally resilient, and entrepreneurial in spirit. Every girl at Sisters United will experience education as a powerful, joyful, creative platform to lead from, not just something they have to survive.

Leading National Innovation in AI and Personalised Learning

9(2)(b)(ii)

Our students will experience accelerated mastery, and future-ready preparation - showcasing how dynamic, personalised education can transform student achievement, motivation, and leadership development, particularly for communities that have historically been underserved. We will openly contribute this knowledge to the sector, sharing frameworks and outcomes to support wider transformation in how learning is delivered across Aotearoa.

Unlocking Pasifika Potential to Strengthen Aotearoa's Future

Empowering Pasifika young women and their education is about strengthening the future fabric of Aotearoa itself. By raising a generation of culturally grounded, entrepreneurial, and digitally fluent leaders, we are building new leadership pipelines that reflect the true diversity and strength of our nation. Our graduates will carry Pasifika wisdom, innovation, and relational leadership into business, education, health, creative industries, and public life - shaping a more inclusive, resilient, and future-ready Aotearoa. Pasifika excellence will be recognised as essential to New Zealand's progress, not as an exception to the norm.

Positive Wellbeing Impact on Students

Wellbeing is foundational at SUA. In a time of rising mental health challenges for youth, especially for Pasifika girls, we embed daily systems and safe spaces that build resilience and pride, and emotional strength. This is our superpower and expertise at Sisters United. 9(2)(b)(ii)

A positive wellbeing culture strengthens confidence, motivation, and emotional resilience leading to higher academic achievement, stronger leadership capacity, and a greater sense of belonging, pride, and purpose that carries into every future space they choose. We believe this is a key foundation to uplifting education outcomes.



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Sharing Gifts and Talents Back into the Community

Every student will identify her unique gifts and apply them meaningfully within her community. 9(2)(b)
(ii)

Business planning – Finance, workforce and assets

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.

The following financial statements are projections based on assumptions made at the time of application and are intended to demonstrate the planned sustainability of Sisters United Digital Academy. These figures are indicative only and subject to change based on confirmed funding allocations, actual student enrolments, staffing requirements, and operational needs. The model reflects a conservative and scalable approach aligned with the Ministry of Education’s funding expectations for charter schools.

Profit and Loss

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Business planning – Finance, workforce and assets

9(2)(b)(ii)

Financial Summary: Roll Growth, Staffing, and Operational Planning

The financial forecasts for Sisters United Academy reflect a sustainable, scalable model aligned with our projected student roll and staffing requirements. Beginning with 120 students in 2026 and growing to 250 by 2028, the school is structured to deliver high-quality outcomes while maintaining fiscal responsibility.



Business planning – Finance, workforce and assets

Revenue is primarily driven by per-student funding, with conservative estimates based on 18000 per student annually, supplemented by other income sources including partnerships and grants. As enrolment increases, staffing is scaled proportionally to maintain a low student-to-teacher ratio and ensure strong academic and pastoral support.

Expenses include salary costs for both educators and support staff, property leasing and maintenance, ICT infrastructure, administrative systems, and start-up investments. Staffing models account for general teachers, wellbeing and pastoral leads, leadership roles, ICT support, and relief educators to ensure teaching continuity and learner care.

Year 1 includes higher initial expenses related to establishment and early staffing, resulting in a modest operating surplus. In Years 2 and 3, the school reaches full operating capacity with strong net results and growing equity. Cash flow and balance sheet projections confirm that the school will be well-positioned to manage future growth while maintaining operational resilience. These projections support our commitment to equitable access, culturally affirming education, and long-term financial sustainability.

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

Our long-term financial sustainability strategies and financial accountability mechanisms support the successful operation and governance of SUA. It is aligned with our 3-year financial forecast and supports our vision to deliver high-quality education to Pasifika learners while remaining financially resilient and accountable.

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Business planning – Finance, workforce and assets

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Workforce:

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



To successfully deliver Sisters United Academy’s model, which combines identity-first education, future-ready skills, and personalised learning - the following staffing structure is planned for opening with approximately 120 students and then strategically increasing the roll over the next 2 years.

Estimated staffing structure for opening (Year 1)

| Staff Role | Number of Staff | Type of Registration/status | Purpose |
|---|-----------------|--|---|
| Principal | 1 | Registered Teacher (Full Certification) | Overall leadership, governance, school vision, operations , MOE compliance |
| Deputy Principal | 1 | Registered Teacher (Full Certification) | Operational leadership, curriculum oversight, staff coaching |
| Student Wellbeing & Life skills Coordinator | 1 | Registered Teacher or LAT (Specialist) | Pastoral care, hauora, life skills mentoring |
| Learning Guides (Teachers/Coaches) | 1 | 5 Registered Teachers + 1 LAT (Creative/Future Skills) | Deliver academic learning, personalised mentoring, project-based modules |
| Digital Learning Technician | 1 | Professional IT Specialist or LAT | Manage devices, digital platforms, AI learning tools, AI trainer & curriculum |
| Administrator / Enrolments Officer | 1 | Administrative Staff | Manage enrolments, attendance, records, finance support |

Use of LAT Specialists (Contracted and In-House)

Sisters United will use a combination of employed LATs and contracted LAT specialists to deliver specialised modules that align with our Future Pathways. Specialist expertise will cover:

- **Creative Arts** (e.g., digital storytelling, media production, design thinking)
- **Technology and Innovation** (e.g., coding, AI development, robotics)
- **Entrepreneurship and Business** (e.g., startup building, marketing, financial literacy)

This approach ensures students experience real-world, cutting-edge learning, while maintaining a sustainable staffing model in the early years.

Staffing growth estimate over 3 years:

| Year | Estimated Roll | Leadership Team | Registered Teachers | LAT Specialists | Admin Staff | Tech/Support Staff | Total Staff |
|--------|----------------|-----------------------------|---------------------|-----------------|-----------------------|--------------------|-------------|
| Year 1 | 120 students | 3 | 6 | 2 | 1 | 1 | 13 |
| Year 2 | 180 students | 3 | 9 | 3 | 1 | 1 | 17 |
| Year 3 | 250 students | 4 (add assistant principal) | 12 | 5 | 2 (add finance/admin) | 3 | 23 |



Business planning – Finance, workforce and assets

3. Highlight qualifications and experience needed for key positions.

SUA will be led by a highly qualified leadership team committed to academic excellence, cultural integrity, innovation, and student wellbeing (See Appendix A for biographies of staff engaged in active consultation for these positions). Required qualifications and expertise include:

Directors

- **Kendal Collins (Social Worker & Entrepreneur, NZOM award 2023):** Experienced in youth development, social services, and organisational leadership. Brings expertise in building wellbeing frameworks and culturally grounded community initiatives as well as operating and running a successful business (CEO of Sisters United).
- **Sean Collins (Lawyer & Entrepreneur):** Experienced in legal compliance, governance, and strategic business operations, ensuring the school operates within regulatory frameworks and with strong organisational stewardship. Specialises in contracts and policies.

Advisory Board

Advisory Board members will bring high-level expertise in four critical areas:

- **Wellbeing:** Deep knowledge in youth mental health, pastoral care systems, and wellbeing integration into schooling environments.
- **AI and Digital Technology:** Proven expertise in AI innovation, digital learning systems, and emerging educational technologies.
- **Education:** Strong background in curriculum design, teaching and learning, and school leadership, ideally in future-focused or culturally responsive education models.
- **Pasifika Culture:** Deep connection to and understanding of Pasifika values, language, and worldviews to ensure cultural integrity is woven throughout the school.

Principal

- Bachelor's degree in Education (minimum); Master's degree in Educational Leadership (preferred).
- New Zealand Teacher Registration.
- Minimum 5 years' leadership experience, preferably in innovation-focused or culturally responsive schools.
- Expertise in academic leadership, Pasifika engagement, digital integration, and project-based learning.

Deputy Principal

- Bachelor's degree in Education; Postgraduate study in Curriculum, Leadership, or Wellbeing preferred.
- New Zealand Teacher Registration.
- Minimum 3–5 years' leadership experience.
- Skilled in operational management, student wellbeing systems, and curriculum innovation.

AI Director and Technician

- Degree in Computer Science, AI, Data Science, or Educational Technology.
- Practical experience in developing and maintaining AI-powered learning platforms and operational systems within education.
- Ability to support staff and student training in AI use, personalisation of learning, and digital security.

4. Describe retention programs and professional development opportunities.

At SUA, we know that building a different kind of school means building a different kind of team. We are growing cultural leaders, creative coaches, and digital innovators. Our professional development and retention systems are designed to do two things: grow our people and keep our people. We invest in identity, AI, creativity, future skills, and real leadership because we know our students can only succeed if our staff succeed too.



Business planning – Finance, workforce and assets

Staff Retention: Keeping Our People Strong

We don't wait for staff to burn out. We build systems that protect, grow, and honour them from the start.

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Business planning – Finance, workforce and assets

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Assets

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

Sisters United Digital Academy's model - blending 1:1 academic coaching, project-based learning, leadership development, and creative exploration - requires a flexible, future-ready school environment. Our core physical asset requirements include:

- **Two large open-plan learning hubs** for collaborative and adaptive learning sessions.
- **Eight to ten breakout rooms** for 1:1 tutoring, mentoring, and small-group learning.
- **Four flexible classrooms** for structured delivery in literacy, numeracy, and social sciences.
- **Dedicated Dance and Performing Arts Studio** with sprung flooring, mirrors, and sound equipment to support Pacific heritage arts, creative expression, and wellbeing workshops.
- **STEM Innovation Lab** equipped for digital technology, coding, creative media production, science projects, and entrepreneurial design.
- **Wellbeing zone:** Two quiet rooms for hauora check-ins, counselling, and pastoral care.
- **Staff workspace:** Offices for administration, pastoral care, leadership, and student support.
- **Whānau and community space:** For fono, cultural events, and leadership development gatherings.
- **High-speed digital infrastructure:** Full-school Wi-Fi, learning platforms, cloud-based systems, device charging hubs.
- **Outdoor breakout space:** Courtyard access or nearby green space for recreation, talanoa sessions, and project-based outdoor learning.

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Business planning – Finance, workforce and assets

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

SUA has a clear, staged plan to operationalise all property and infrastructure requirements, ensuring the school will be fully functional and ready to welcome students in Term One, 2026.

Lease Acquisition and Confirmation

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Building Fit-Out and Infrastructure Development

- **September–December 2025:** Fit-out works commence, including:
 - Partitioning to create open-plan hubs, breakout rooms, dance studio, STEM lab, and wellbeing zones.
 - Installation of security systems, fire safety equipment, and access control.
 - Set-up of digital infrastructure (high-speed Wi-Fi, cloud systems, device hubs).
 - Installation of furnishings (desks, chairs, breakout furniture, studio equipment).
 - Cultural signage and visual branding aligned with Pasifika identity pillars.

Health and Safety Compliance

- Full Health and Safety inspection completed by **December 2025**, including:
 - Site hazard register.
 - Evacuation and emergency plans.
 - Security and visitor management protocols.
 - Fire safety and first aid compliance.
- Certificate of Occupancy obtained before student arrival.

Community, Church and External Facility Partnerships

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- MOUs established for student access to PE facilities, sports, and large event spaces.

Digital and Learning Systems Operationalisation

- All digital learning platforms (e.g., Google Classroom, SMS systems) fully operational by **December 2025**.
- Student devices issued during orientation days.
- Dashboards, attendance systems, and academic monitoring tools tested before opening.

Staff Induction and Site Training

- Full staff induction held onsite in **December 2025**, covering:
 - Health and Safety protocols
 - Digital platforms and safeguarding
 - Emergency drills and evacuation practice
 - Site-specific orientation for all operational and pastoral procedures.

7. Student Orientation and Site Familiarisation

- Transition events and student orientation days held at the site in late **Term 4, 2025**.
- Welcome packs distributed including maps, site rules, transport information, and cultural welcome resources.

8. Risk Management and Contingency Planning



Business planning – Finance, workforce and assets

- Project Manager appointed internally to oversee lease finalisation, fit-out, compliance checks, and operational testing.
- Weekly progress reporting to the Advisory Board during Term 3 and Term 4, 2025.
- Alternative timelines and accelerated fit-out partners identified if delays arise.

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

Sisters United Digital Academy has a clear plan for property and infrastructure maintenance, ensuring facilities remain safe, functional, and fit for purpose — while operating within the allocated per-student operational funding.

Lease-Based Property Maintenance

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School-Funded Maintenance Responsibilities

- Sisters United will budget and manage maintenance for:
 - Internal fit-out upkeep (walls, partitions, flooring, internal fixtures)
 - Cleaning services (daily, deep cleans, holiday period cleaning)
 - Minor repairs (door handles, internal paint touch-ups, loose fittings)
 - ICT equipment maintenance and upgrades (servers, Wi-Fi, device repair pools)
 - Security system checks and alarm servicing
 - Health and Safety equipment maintenance (first aid kits, fire extinguishers, evacuation signage)

Annual Maintenance Budget Allocation

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Preventative Maintenance Approach

- Scheduled maintenance calendar to ensure:
 - Termly building walkthroughs and maintenance audits
 - Quarterly fire alarm and safety system testing
 - Biannual deep cleaning
 - Annual ICT health checks and device rotation planning
- Early identification and prompt action on minor issues will avoid larger, costlier repairs.

Risk and Replacement Planning

- 9(2)(b)(ii)

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Business planning – Finance, workforce and assets

Property Maintenance and Sustainability Summary

9(2)(b)(ii)

Governance and Oversight

- The Business Manager will oversee all property and maintenance operations.
- The Board's Property Subcommittee will receive quarterly maintenance and budget performance reports.
- All expenditure against property budgets will be monitored monthly through Xero reporting, aligned with Ministry of Education financial compliance standards.

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

SUA's academic model is based on personalised, blended learning - with students engaging daily in online academic platforms for core subjects, supported by in-person coaching and project-based learning. To operationalise a seamless online and blended learning environment, the following equipment and infrastructure will be in place by Term One 2026:

Student Equipment

- **One laptop per student** (school-issued Chromebook or lightweight laptop)
 - Minimum specifications: 8GB RAM, 64GB storage, Wi-Fi 6 compatible, durable casing.
 - Preloaded with academic platforms (Google Classroom, literacy/numeracy tools, LMS).
- **Protective carry case** for each device to ensure safe transport between school and home.
- **Noise-cancelling headphones** for every student to support focused online academic sessions and accessibility needs.
- **Cloud storage accounts** (Google Drive or equivalent) for assignment management and document security.

Classroom and Hub Infrastructure

- **Wi-Fi 6 high-speed network** across the entire site, providing seamless multi-device connectivity.
- **Device charging stations** in all learning hubs and breakout spaces (fixed and mobile charging towers).
- **Interactive display screens** (one per learning hub) for collaborative digital instruction and project presentations.
- **Secure device lockers** for daily device storage and charging (overnight options available).
- **Digital dashboard access** for every student, teacher, and whānau to track academic progress in real-time.

Backend and Administrative Infrastructure

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Business planning – Finance, workforce and assets

- 9(2)(k)

Distance Learning Capability

To ensure continuity of learning if a student is temporarily unable to attend physically (e.g., illness, transport disruption, pandemic response), Sisters United Digital Academy will:

- Issue students their school devices for home use.
- Provide secure remote login access to all learning platforms.
- Maintain blended learning plans that allow students to complete assignments online independently.
- Ensure staff are trained in managing both synchronous (live) & asynchronous (self-paced) learning modes.
- Offer virtual pastoral check-ins through safe video conferencing platforms (Google Meet, Zoom for Education).

5. Digital Citizenship and Cyber Safety

- All students and staff will undergo induction in digital citizenship, online safety, and device care protocols.
- Regular digital wellbeing workshops and parent information sessions will be conducted to support safe technology use at school and at home.

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

Sisters United Digital Academy recognises that equitable access to technology and safe, ethical use of AI tools is critical to empowering Pasifika learners. Our operational plans ensure every student can participate fully in our blended and AI-enhanced learning environment, with strong supervision and cultural safety measures embedded.

School-Issued Devices and Access

Every student will be issued a school-managed Chromebook or lightweight laptop, equipped with essential academic platforms and AI-enabled learning tools. 9(2)(k)

Students will receive responsible device use training at the point of issue.

Internet Connectivity Support

9(2)(b)(ii)

Sponsorship opportunities will also be sought to extend connectivity support beyond operational funding, ensuring no student is left behind.

AI Tool Use and Supervision

AI platforms used in learning will be strictly vetted for age-appropriateness, data protection, and ethical compliance. During online learning sessions, staff will supervise AI engagement through real-time dashboards, ensuring students interact safely and purposefully. Ethical AI use guidelines will be taught explicitly, and pastoral or disciplinary intervention will occur immediately if misuse is detected. Regular audits of AI usage data will maintain system integrity.

Whānau and Staff Training on Digital and AI Use

Digital training sessions will be delivered each term to whānau, covering device care, cyber safety at home, and responsible AI use. Staff professional development will focus on managing AI in the classroom, detecting inappropriate usage, and teaching critical literacy around AI-generated content. This ensures a consistent understanding of safe technology use across the school community.

Supervision and Safeguarding Framework

During onsite learning, all digital engagement will occur under staff supervision in structured learning environments.



Business planning – Finance, workforce and assets

Remote learning protocols will include scheduled check-ins, attendance monitoring, and online pastoral support.

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AI Leadership and Digital Monitoring Team

Sisters United has appointed a dedicated AI Director to oversee safe and ethical AI integration, supported by a specialised IT Support Team. Together they will monitor student engagement daily, manage cybersecurity systems, and ensure staff and whānau are trained in safe digital practices. A quarterly AI and Digital Safety Report will be presented to the Board of Trustees, maintaining ongoing governance oversight and continuous improvement.

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

Sisters United Academy is founded on a proven model of empowering Pasifika girls to succeed through culturally aligned, leadership-driven, and motivational learning approaches (Easthope & Harper, 2018; Fletcher et al., 2009; Mata'utia, 2022; Ministry of Education, 2016; P.A.C.I.F.I.C.A Inc., 2023; Prapaveissis et al., 2022). Our cultural assets are drawn from both Pasifika and Te Ao Māori knowledge systems - directly informing how we teach, how students learn, and how success is measured, not by assimilation into existing systems, but by the confident shaping of new ones.

Culturally Sustaining Learning Approaches:

Our learning environment is built upon Pasifika knowledge systems where relational connection, collective achievement, oral traditions, and service leadership (tautua) are central to academic success. Guided by relational pedagogy (Bishop & Berryman, 2008), we prioritise learning that is dialogic, experiential, project-based, and identity-driven. Talanoa is a core pedagogical and assessment practice, developing critical thinking, leadership voice, emotional intelligence, and cultural pride. Students have high levels of agency and ownership over their learning, empowered through culturally sustaining pedagogies that affirm identity as a foundation for academic risk-taking and achievement. These approaches are further enriched by indigenous models such as Te Whare Tapa Whā (Durie, 1984), reinforcing holistic wellbeing and cognitive resilience within the learning process.

Students have high levels of agency and ownership over their learning, empowered through culturally sustaining pedagogies that affirm identity as a foundation for academic risk-taking, cognitive resilience, and innovation. Learning is not a passive activity; it is constructed through relational dialogue, critical reflection, cultural analysis, and leadership action. These approaches are further enriched by indigenous models such as Te Whare Tapa Whā, which strengthen holistic wellbeing, emotional regulation, and sustained academic engagement across the curriculum.

Girls' empowerment pedagogy:

Sisters United has a proven history of raising Pasifika girls' achievement and confidence through environments that are relational, strengths-based, and leadership-focused with over 5,000 young people graduating from our programmes over the 9 years operating. We integrate structured public speaking, performance-based showcases, visible leadership pathways, and entrepreneurial projects to dismantle traditional barriers to girls' leadership in education. Our students are taught curriculum knowledge, and also how to lead, how to collaborate, and how to drive social and economic change - framed through a gender-affirming, culturally affirming lens.

Students grow in a culture where they do not have to fight for space, voice, or visibility. Every leadership role, every business idea, every creative project, every innovation is imagined, developed, and led by girls. The learning environment is intentionally built to cultivate self-belief, boldness, and collective empowerment. Leadership is not earned through exceptional effort, it is assumed through daily opportunities to innovate, create, lead service projects, launch initiatives, and drive cultural expression. In a school where every role model, every voice, and every success story is a young woman, students develop the confidence to lead with pride, build with courage, and



Business planning – Finance, workforce and assets

shape futures without ceilings.

Culture of joy, motivation, and high challenge:

At SUA, we build a motivational culture where pride, fun, cultural celebration, and high academic expectations coexist. Consistent with Hattie's (2012) research into motivational climate and metacognition, students are supported through collective celebrations of effort, visible progress tracking, and affirmations of growth. Joy is an intentional strategy to enhance resilience, perseverance, and academic engagement among Pasifika learners. At Sisters United Academy, joy is not incidental - it is a deliberate strategy designed to drive cognitive engagement, resilience, and leadership growth. Our environment is filled with celebration, creativity, laughter, and relational energy, making school a place where students feel motivated to strive for excellence because they are seen, valued, and inspired.

Daily practices like talanoa circles, affirmations, and visible celebrations of growth and leadership create a culture where students feel powerful in their own skin. Music energises the school environment each morning and during transitions, reinforcing positivity, cultural pride, and joy. Motivational morning activities kick-start the day with affirmations, goal-setting, and confidence-building, setting an empowering tone for learning and leadership. Students celebrated their academic success, as well as their resilience, creativity, service, and cultural contribution. Motivation is not built through pressure - it grows from purpose, belonging, relational encouragement, and meaningful opportunities to lead, create, and contribute.

Wellbeing as a foundation for achievement

Wellbeing is deliberately designed into every layer of the physical, relational, and academic environment. Our learning spaces are created to foster belonging, creativity, connection, leadership, and pride. Classrooms and communal areas are vibrant, relational, and culturally affirming; daily rhythms begin with talanoa circles, affirmations, open dialogue, and opportunities for student-led leadership.

We intentionally design spaces for self-care, reflection, and mindfulness - quiet zones, creative corners, open-door policies, and relationally accessible staff. Students have physical and relational spaces where they are empowered to pause, reset, reflect, and reconnect, recognising that emotional regulation, resilience, and self-worth are critical for sustained academic engagement and ambition. Our environment sends a clear message every day: students do not need to leave their identities, emotions, or aspirations at the door to succeed. They are celebrated, supported, and strengthened to dream boldly, lead courageously, and achieve academically - not in spite of who they are, but because of who they are!

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

Pasifika Core Values in Practice

Our daily learning environment is intentionally grounded in Pasifika values such as alofa (love and compassion), tautua (service leadership), fa'aaloalo (respect), vā fealoa'i (relational harmony), loto alofa (generosity of spirit), and malosi (strength and perseverance). These values are embedded into learning activities, leadership development, community projects, and school-wide relational practices.

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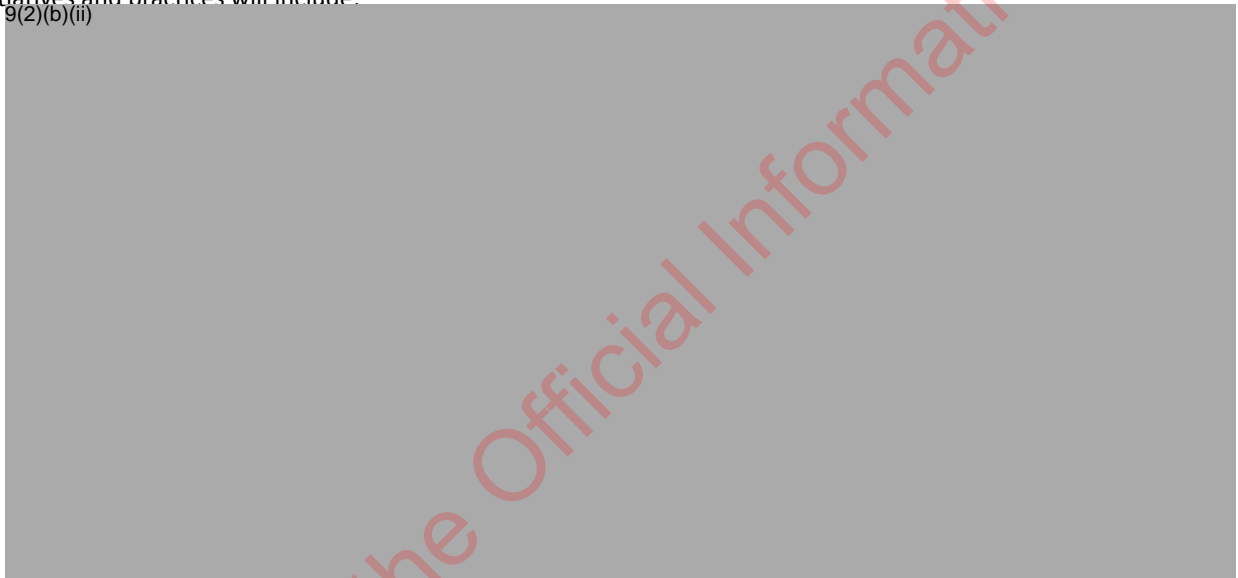
Business planning – Finance, workforce and assets

While SUA is proudly grounded in Pasifika cultural values and identity, our school environment also honours the indigenous culture of Aotearoa. We are committed to upholding the principles of Te Tiriti o Waitangi through authentic integration of Te Ao Māori traditions, language, and tikanga within our daily practices, curriculum, and community engagement. Students will participate in pōwhiri ceremonies, learn basic Te Reo Māori and tikanga alongside Pasifika languages, and engage with Māori knowledge systems such as mātauranga Māori, Te Whare Tapa Whā, and environmental guardianship (kaitiakitanga). Our commitment to cultural equity acknowledges that thriving in Aotearoa means standing proudly as Pasifika while walking respectfully alongside tangata whenua.

School Culture

The culture of the school will be built through daily practices, shared language, collective celebration, and the visible presence of Pasifika identity everywhere on campus including both Pasifika and Māori culture. Specific initiatives and practices will include:

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Curriculum Integration

Cultural knowledge and Pasifika worldviews are not treated as isolated "special topics" but are systematically embedded across all curriculum areas to deepen critical thinking, strengthen identity development, and drive academic achievement. Our curriculum intentionally connects cultural frameworks to real-world problem solving, leadership growth, creativity, and future innovation. Examples include:

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Through this integrated cultural design, students will not only learn about their heritage - they will live it, lead through it, and innovate from it, ensuring that Pasifika pride is central to academic excellence, personal development, and future success. At the same time, Sisters United students will honour and walk alongside Te Ao



Business planning – Finance, workforce and assets

Māori, deepening their connection to Aotearoa’s indigenous culture through shared values, language, and traditions that strengthen their leadership, service, and identity as proud young citizens of the Pacific and Aotearoa.

Sponsor capability

Experience and knowledge

- 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.

Sisters United is a nationally recognised Pasifika-led youth development organisation with 18 years of operational experience in New Zealand's schooling system. Founded by a collective of creatives and professionals including globally renowned choreographer Parris Goebel (NZOM) and Kendal Collins (NZOM) - (see *bio's Appendix A*), a former school-based social worker and now CEO of her own youth development organisation - Sisters United brings together deep expertise across education, social development, governance, digital innovation, and the creative industries. Our leadership team also includes a qualified lawyer, an AI director, wellbeing and education cultural advisors, and policy makers, strengthening our capacity for robust governance, innovation, and operational sustainability.

Over nearly two decades, we have worked closely with intermediate and secondary schools across Auckland, partnering with principals, senior leadership teams, deans, and pastoral care staff to deliver educational, wellbeing, leadership, and engagement programmes that have lifted attendance and academic outcomes for Pasifika learners. Through this work, we have developed a deep, practical understanding of the demands, structures, and accountability frameworks within New Zealand education.

Our founders' personal journeys also ground our approach. Each struggled to thrive within the mainstream schooling system, leaving school early and achieving success through alternative pathways - including service, cultural connection, creative excellence, and international leadership. This lived experience gives Sisters United profound operational insight into the systemic and cultural barriers Pasifika students face, and a proven ability to design environments where young people succeed on their own terms.

We have already built large-scale, high-trust engagement models that deliver measurable outcomes in attendance, wellbeing, leadership, and academic engagement. Our organisation operates with mature governance systems, safeguarding protocols, risk management strategies, financial compliance, and programme monitoring frameworks that meet and exceed Ministry expectations.

Through our experience, expertise, and deep commitment to Pasifika success, Sisters United is uniquely positioned to deliver a bold, outcomes-driven charter school that empowers Pasifika girls to achieve academic excellence, lead confidently, and thrive in Aotearoa and the world.

Governance and leadership

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

SUA is governed by a dual-layered structure that ensures strong legal accountability, deep cultural leadership, and high-performance educational oversight. Our governance model is built to strategically support the school's workforce, operations, student achievement, and wellbeing outcomes.



Sponsor capability

1. Governance Entity: Company Directors

The school is legally governed by two Directors of the operating company. The Directors are responsible for:

- Legal and regulatory compliance under the Charter School contract.
- Financial oversight, risk management, and audit assurance.
- Appointment, performance management, and support of the Principal.
- Ensuring the overall vision, mission, and values of the school are upheld.

The Directors meet with the Advisory Board formally once per term to review strategic performance across academic, attendance, wellbeing, finance, and operational domains. The Principal provides comprehensive reporting to both the Directors monthly and to the combined Governance group each term. Informal advisory support from the Advisory Board is available to the Principal and school leadership on an ongoing basis, enabling responsive guidance between formal meetings if needed. We will also have working groups / sub-committees that will meet more often for specific projects or focus areas as needed. They maintain ultimate accountability to the Ministry of Education for contractual performance and reporting.

2. Strategic Support: Advisory Board

Supporting the Directors is a high-capacity Advisory Board made up of Pasifika leaders, education experts, youth development practitioners, and business innovators.

The Advisory Board’s role includes:

- Providing cultural leadership, safeguarding Pasifika identity and values within the school.
- Advising on academic excellence, student engagement, digital innovation, and workforce development.
- Reviewing student achievement, attendance data, and wellbeing metrics quarterly.
- Supporting the growth and professional development of the school leadership team.
- Acting as trusted connectors between the school and wider Pasifika communities.

This strategic advisory structure ensures the school is not only operationally compliant but deeply responsive to the aspirations of the communities we serve.

3. Workforce and Operations Support

The governance structure is intentionally designed to strengthen workforce excellence and operational effectiveness:

| Focus Area | Governance Action | Impact on School and Students |
|---|---|---|
| Workforce Recruitment and Retention | Directors approve staffing policies that prioritise culturally competent recruitment and staff wellbeing. Advisory Board mentors and supports leadership development. | Ensures a stable, skilled, and culturally aligned teaching team that builds trust and consistency for students. |
| Professional Learning and Development (PLD) | Annual PLD investment plans are reviewed by the Directors and Advisory Board to ensure alignment with academic and wellbeing priorities. | Teaching staff stay at the leading edge of digital pedagogy, NCEA moderation, and culturally sustaining practice. |
| Operational Systems | Directors oversee finance (Xero, Kindo, EPL Novopay) and information systems (SMS, digital dashboards). | Creates operational stability, transparency, and strong support for daily teaching and learning activities. |
| Achievement and Attendance Monitoring | Directors and Advisory Board review academic and attendance data each term and drive performance improvement | Ensures the school remains relentlessly focused on high expectations and student success. |



Sponsor capability

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| | strategies. | |
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4. How Governance Ensures High Academic and Attendance Outcomes

- **Clear Accountability Lines:** Principal reports monthly to Directors, supported by Advisory Board insights.
- **Data-Driven Decision Making:** Governance reviews live dashboards tracking student credits, literacy/numeracy progress, and attendance patterns.
- **Risk Management and Early Intervention:** A governance-level risk register ensures early escalation of academic, wellbeing, or operational risks.
- **Community Alignment:** Regular talanoa sessions with families and community leaders, supported by Advisory Board engagement, keep the school deeply connected to whānau aspirations.

The governance structure of Sisters United Digital Academy is robust, culturally grounded, and future-focused. Through the formal oversight of our Directors, supported by the relational leadership of our Advisory Board, we create a governance environment that relentlessly drives excellent academic and attendance outcomes while nurturing the holistic success of every Pasifika learner.

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.

At SUA, our organisational structure is intentionally designed to deliver academic excellence, cultural empowerment, operational strength, and relational trust. This structure, together with our deep cultural intelligence and digital innovation forms a compelling value proposition that not only attracts families and students but sustains high levels of achievement, attendance, and engagement.

Operational Expertise: Finance, HR, Payroll, and Information Management:

| Capability | Strategic Function | Direct Impact on Students and Families |
|--|--|---|
| Finance | Managed via Xero and Kindo, ensuring transparent, efficient operations and reserve funds for sustainability. | Families trust that resources are responsibly invested into student learning, scholarships, wellbeing, and innovation. |
| HR (Pasifika Staff for Pasifika Students) | Focused on recruiting culturally grounded Pasifika staff, maintaining over 75% certified educators who reflect the identities of our students. | Students are seen, supported, and inspired by role models who share their culture, language, values, and worldview — unlocking higher engagement, attendance, and aspiration. |
| Payroll | Managed through Education Payroll Limited (Novopay), with seamless compliance and early onboarding. | Staff are paid according to the correct salary band, creating a positive, stable environment where students benefit from consistently motivated educators. |
| Information Management (Digital Futures Ready) | SMS and adaptive learning dashboards provide real-time tracking of academic growth, attendance, wellbeing, and career pathways. | Students and families have full transparency and ownership of learning journeys. Digital tools personalise support, ensuring every girl moves at her best pace toward future success. |

Embedding Culture and Innovation: Our Distinctive Value Proposition

We are offering a unique, tailor-made, future school; a movement that reclaims education for Pasifika excellence.



Sponsor capability

This is how we do it:

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Removing Financial Barriers

To ensure equitable access for all āiga, Sisters United Academy provides free tuition fees, uniforms, stationery, and daily lunches for every enrolled student. This is funded through a combination of our operational Ministry funding allocations and dedicated sponsorship partnerships with community organisations committed to Pasifika educational success. Transport assistance may be offered to priority learners to further remove barriers to consistent attendance (this will have to be confirmed with what extra financial support is available for transport). This support package is clearly communicated to families during the Talanoa-based enrolment process, through our website, enrolment packs, and whānau onboarding hui, ensuring every family understands the full value proposition from the outset

How This Structure Directly Strengthens Achievement and Attendance

| Goal | Strategic Enabler | How families and students experience it |
|---------------------------------|---|---|
| Strive for Academic Achievement | Mastery-based learning; personalised academic pathways; daily digital dashboards. | Families see tangible growth, credits gained, and a clear path to qualifications and careers. |
| Strive for Attendance (85%+) | Culturally relevant curriculum; daily wellbeing check-ins; visible student voice. | Students want to be at school because they are respected, challenged, and celebrated. |
| Build Community Trust | Pasifika staffing, cultural | Families feel this is <i>their</i> school, not just a place of |



Sponsor capability

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| | guardianship, whānau council, transparent financials. | compliance. |
| Develop Future-Ready Graduates | Digital skills embedded across curriculum; entrepreneurship modules; industry mentoring. | Students leave school ready to succeed in both higher education and global industries - while staying deeply connected to their Pasifika roots. |

- 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 delivers results through clear role accountability, cultural guardianship, and real-time academic and wellbeing tracking. Every leadership role connects directly to student achievement, engagement, and identity development. We do not separate academic success from cultural belonging - both are operational priorities every day.

Core School Leadership Structure

| Role | Focus Area | Key Responsibilities |
|--|---|---|
| Principal (See Appendix A) | Whole-School Strategic Leadership | <ul style="list-style-type: none"> - Lead all school operations, strategic planning, and external relations. - Drive academic achievement, attendance, and wellbeing outcomes. - Uphold and embed Pasifika cultural identity and faith/spirituality across all school systems. - Lead whānau and community engagement. - Manage finance, staffing, compliance, and reporting to Directors and Advisory Board. |
| Deputy Principal (Curriculum, Professional Learning, and Wellbeing) | Curriculum, Teaching Quality, and Student Wellbeing | <ul style="list-style-type: none"> - Lead curriculum design and delivery aligned to NCEA/NZQA standards. - Oversee teaching practice quality and adaptive learning platform integration. - Manage staff professional development and coaching. - Lead school-wide wellbeing, life skills programming, attendance tracking, and pastoral care systems. - Embed cultural responsiveness into teaching and wellbeing practices. |

Middle Leadership and Delivery Staff

| | | |
|-----------------------|--|---|
| Wellbeing Coordinator | Student Wellbeing and Attendance Support | <ul style="list-style-type: none"> - Implement pastoral care plans and support interventions. - Track and respond to attendance risks. - Coordinate life skills workshops focused on cultural identity, resilience, and leadership. - Manage external wellbeing referrals and partnerships. - Support whānau re-engagement initiatives for at-risk students. |
| Learning Teacher | Academic Delivery | <ul style="list-style-type: none"> - Facilitate personalised academic sessions using adaptive learning |



Sponsor capability

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| Guides | and Cultural Mentorship | <p>tools.</p> <ul style="list-style-type: none"> - Track daily mastery progression and intervene immediately when needed. - Embed Pasifika values, language, and cultural narratives into teaching. - Facilitate afternoon identity, leadership, entrepreneurship, and creative projects. - Conduct weekly PLP coaching and wellbeing check-ins with assigned students. |
|--------|-------------------------|---|

Operational Support Staff

| | | |
|--------------------------------------|--|---|
| Administrator and Enrolments Officer | School Administration and Compliance | <ul style="list-style-type: none"> - Manage student records, enrolments, Ministry compliance, and daily school operations. - Coordinate communications with whānau and community stakeholders. - Support Principal with reporting, scheduling, and logistics. |
| Digital Learning Technician | AI Integration, Digital Platforms, and Learning Innovation | <ul style="list-style-type: none"> - Manage AI-powered adaptive learning systems and real-time student dashboards. - Configure mastery tracking, predictive analytics, and early struggle detection systems. - Support teachers and students in maximising digital learning outcomes. - Troubleshoot technology issues to ensure uninterrupted access to academic tools. - Facilitate digital storytelling, creative technology projects, and AI microcredentials for students. - Advise leadership on emerging EdTech trends and continuous digital improvement. |

With clear leadership lines, defined teaching responsibilities, and operational support in place, Sisters United Digital Academy ensures a seamless and responsive daily learning environment. The following structure describes how academic learning, pastoral care, and cultural development are operationalised every day for students.

9(2)(b)(ii)



Sponsor capability

9(2)(b)(ii)

Community

- 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.

Sisters United Digital Academy's establishment is strongly aligned with the demographic and educational needs of Auckland's growing Pasifika youth population, who are underserved by traditional schooling models and require culturally sustaining, future-focused educational opportunities.

Pasifika Student Population & Demand Forecast:

Current Population Snapshot (2023)

- **Auckland:** 275,079 people identify as Pacific Peoples, representing 16.6% of Auckland's population. Importantly, 29.5% of Auckland's Pasifika community are under 14 years old, indicating a youthful demographic with strong educational needs (Knowledge Auckland, 2023).
- **Nationally:** 442,632 individuals identify as Pacific Peoples across New Zealand (8.9% of the national population) (Wikipedia, 2024).
- **School Enrolments:** As of July 2024, there were 111,690 Pasifika students enrolled in primary and secondary education, a steady increase from previous years (Figure NZ, 2024).

Demand Forecast

- **Population Growth:** Between 2018 and 2023, Auckland's Pacific Peoples population grew by 12.8%, significantly faster than the overall regional growth of 5.4% (Knowledge Auckland, 2023).
- **Educational Outcomes:** University Entrance (UE) attainment for Māori and Pacific learners dropped from 40% in 2020 to 34% in 2022, compared to a national average of 50%, highlighting significant equity gaps (NZ Herald, 2023).
- **Youthful Demographic:** Pacific Peoples have the youngest median age in Auckland at 25.6 years, reinforcing a long-term demand for educational services (Knowledge Auckland, 2023).

Given the growing Pasifika youth population in Auckland and the existing educational disparities, there's a clear and pressing need for educational institutions that cater specifically to Pasifika students' cultural and learning needs. Sisters United Digital Academy is poised to meet this demand by providing a culturally responsive, future-focused learning environment that empowers Pasifika girls to achieve academic excellence and personal growth.



Sponsor capability

- 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.

We have undertaken extensive and purposeful consultation with a wide range of stakeholders across Auckland to ensure Sisters United Digital Academy is truly reflective of, and responsive to, the community it will serve. From the beginning, Sisters United has been built with our community - not just for them and in doing so, we have earned strong trust, respect, and backing across our community. We knew we had to listen, talanoa, and ensure every voice was heard. The message we heard, over and over again, was clear: this school isn't just wanted - it's needed. The groups consulted include:

- **Pasifika girls** - 62 students from Years 9–13 across Auckland, from public, private, integrated, and charter schools
- **Disengaged youth** - face-to-face group talanoa with 16–23-year-olds not currently in education or training
- **Pasifika parents and families** - through face-to-face conversations, surveys, and a large online social media feedback campaign
- **Community organisations** - including Le Va, the Ministry for Pacific Peoples, and Pasifika Pou, Ōtara Youth hub, members of the South Auckland Youth Network (face-to-face meetings, phone calls, and emails)
- **Political leaders** - Greg Fleming (MP for Maungakiekie) and Councillor Josephine Bartley (Auckland Council). We are in the process of meeting with other political leaders.
- **Teachers and Deputy Principals** - from 12 different Auckland secondary schools (surveyed and spoken with directly)

Consultation Activities - Our engagement included:

- **Student Voice Workshops** - face-to-face sessions where Pasifika girls shared their experiences and what they dreamed a school could be.
- **NEET Youth Focus Groups** - deep talanoa about barriers, hopes, and futures.
- **Face-to-Face Meetings with Key Stakeholders** - with community leaders, political representatives, and Pasifika organisations.
- **Phone and Email Consultations** - flexible engagement for busy stakeholders.
- **Teacher and DP Surveys** - gathering professional insights from Auckland educators.
- **Social Media Feedback Campaign** - a large Facebook, Instagram, and TikTok outreach, gathering hundreds of everyday Pasifika family voices.

From the girls:

"I just want a school where I'm not scared to put my hand up."

"It would be so good to go somewhere that actually cares about how you're feeling, not just your grades."

"We want to learn real stuff... how to run businesses, use technology, be leaders but still stay true to our culture."

"Most schools talk about 'wellbeing' but you still feel alone. We need a place where it's real."

"I'm tired of pretending to be smaller just to fit in. I want a school that sees me properly."

"Some teachers don't even try with our names properly or hear our stories, they don't care about us."

"We want to build businesses, be leaders, but still stay proud of who we are without trying to compete against the palagis."

"I hate school! the people are bullies, teachers are racist. I try and wag all the time"

They want a school that feels safe, inspiring, future-focused - and proud of Pasifika identity.



Sponsor capability

From Families:

*"When can I sign my daughter up? Honestly, we need this school now."
"This is what our daughters need — strength in culture and strength in future careers."
"Finally, a school where digital futures aren't just for other people's kids — it's for ours too."
"I'll send my daughter there in a heartbeat — she will finally be safe, loved, and proud."*

One mum told us her daughter is being bullied and struggling at her current school:

"I need Sisters United School ASAP. I know she'll be cared for with love, and build her confidence back up again."

Parents didn't just talk about academics - they talked about healing, pride, safety, and leadership. They know when the foundation is strong, everything else will follow. One mum told us her daughter is currently in Year 9, being bullied and losing her self-esteem. She said:

"I need Sisters United School ASAP. I will send my daughter there in a heartbeat. I know she'll be cared for, loved, and her confidence will come back."

From Stakeholders, Teachers, Educators and Leaders:

Leaders across Auckland backed the vision too.

"This is exactly what's missing from mainstream schools, a place where Pasifika girls are not just supported, but empowered."

"Identity, creativity, entrepreneurship and leadership.. it's all here. This school will change lives."

"We desperately need a space like this, especially for our young Pasifika women who feel invisible in traditional systems."

"The focus on belonging, mental wellbeing, and cultural pride will make a bigger difference than any one subject ever could."

"This is the model the system's been missing, built properly for Pasifika girls to lead. Finally a school for our girls"

One DP from a large Auckland girls' school wrote: *"We often lose our Pasifika girls along the way, not because they can't achieve, but because they can't see themselves in the system. This school is the answer."*

Our meetings with Greg Fleming (MP) and Josephine Bartley (Councillor) also confirmed strong support:

Greg: "It's a good thing for our community. It's needed and it's the right time for something like this."

Josephine Bartley: "This school will make a real difference for our girls and their futures. It's great to see it happening especially for our Pasifika youth."

Community organisations like Le Vā and Ministry for Pacific Peoples Pacific Centre for Languages praised the focus on mental wellbeing, digital futures, and cultural pride. They are keen to support and partner with our school in mental health training, mentorship and pathway opportunities and also helping to establish the Pacific language curriculum.

Because of what girls, families, and stakeholders told us, Sisters United Academy has been designed to:

- Prioritise identity, belonging, and confidence as the foundation
- Wrap learning around wellbeing, creativity, and leadership, not just academics
- Personalise every girl's journey with the right mentoring and personalised support
- Deliver digital skills, entrepreneurship, and future pathways alongside cultural pride
- Be led by Pasifika voices and values every step of the way

Our people told us: If you build the foundation strong, our girls will thrive - not just in school, but for life. And that's exactly what we're doing.

Summary of consultations:

| Area | Community Response | Risk Level | Mitigation |
|--------------------------------|--------------------------------|------------|------------|
| Strong cultural identity focus | Hugely supported by all groups | None | n/a |



Sponsor capability

| | | | |
|---|--|--------|---|
| New schooling model (charter unfamiliarity) | Some cautious optimism | Medium | Clear whānau info evenings, ongoing talanoa |
| Tech-heavy learning | Supported but concerns about device access as well as AI | Medium | Providing free devices, AI digital workshops for families |
| Maungakiekie-Tāmaki location | Strongly supported, but many families asking for South Auckland location | Low | Continue building strong local partnerships as well as have the school close to public transport so easy to access anywhere in Auckland |

Through extensive consultation with girls, families, educators, and community leaders, it is clear that Sisters United Digital Academy has strong and widespread support. The community has spoken - they are ready, they are backing this kaupapa, and they are asking when it will start. The need is real. The support is real. It's time.

Readiness to meet performance outcomes

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.

Learning at SUA is structured to nurture identity, academic excellence, creativity, wellbeing, and leadership every day. Our daily rhythm is different by design, blending movement, personalised academic mastery, passion projects, and real-world leadership development. No student is stuck behind a desk all day. Our mornings are for deep focus and academic mastery on devices through personalised learning and real concentration. Our afternoons are for movement, hands-on creativity, passions, teamwork, and leadership - putting devices away and learning through experience, culture, and connection.





Readiness to meet performance outcomes

9(2)(b)(ii)

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, and Health and Safety



Readiness to meet performance outcomes

As we prepare to open in Term One 2026, every system, programme, and practice has been purpose-built to welcome, empower, and accelerate the success of our Pasifika learners from the very first day.

Staffing, including your payroll solution

Sisters United Digital Academy will open in Term One 2026 with a fully staffed and operational team, ready to deliver high-performance, culturally grounded education from Day One.

Confirmed Staffing Plan (by Term 4, 2025):

- **Principal:** Appointment confirmed by July 2025. Consultation is currently underway with a prospective candidate, *Bonnie Talamaivao* (see Appendix B for candidate profile)
- **Deputy Principal:** Appointed by August 2025
- **6 Teaching Staff:** Appointed by July 2025, beginning Term 4, 2025 to co-design curriculum and prepare for delivery
- **AI Digital Learning Technician:** Position appointed. *Doug Healey* will lead digital platform management and student learning analytics. (see Appendix C for candidate profile)
- **Administrator and Enrolments Officer:** Appointed by September 2025

A full Advisory board will be in place by August 2025, with expertise across education, finance, law, iwi, and Pasifika leadership. We are already in consultation with 3 new advisory board members, and they are ready to go. (see Appendix D for candidate profiles)

At least 75% of teaching staff will hold full certification, with all staff selected for cultural responsiveness and digital competency.

Recruitment and Induction Timeline:

- **June - September 2025:** Recruitment campaign launched across education networks and Pasifika platforms
- **By September 2025:** Principal and teaching staff appointed
 - **By September 2025:** SLT and support staff appointments confirmed; police vetting and employment agreements finalised

Term 4, 2025:

- Full staff induction programme delivered (school culture, Te Tiriti o Waitangi, safeguarding, curriculum planning)
- Curriculum development workshops for teaching staff
- Board induction and governance training completed

Recruitment Contingency Plan:

If any critical roles are not filled by August 2025, SUA will engage accredited education recruitment agencies and activate a reserve pool of shortlisted candidates to ensure full staffing by Term 4, 2025

Professional Learning and Development (2026):

- Culturally responsive teaching practices
- Literacy and numeracy acceleration strategies
- Data-driven instruction and adaptive learning platform training

Payroll Solution:

- Term 4, 2025: Payroll setup completed with Education Payroll Limited (EPL) via



Readiness to meet performance outcomes

| | |
|------------|---|
| | <p>Novopay</p> <ul style="list-style-type: none">- Payroll integrated with internal finance systems (Xero and Kindo) for seamless compliance and reporting- Staff receive their first pay cycle in January 2026 <p>Our staffing model is future-ready, values-aligned, and fully operational - ensuring that every student is welcomed and supported by a high-performing, culturally empowering team from Day One.</p> |
| Curriculum | <p>SUA will open in Term One 2026 with a fully operational, standards-aligned curriculum that combines the New Zealand Curriculum (NZC) with Pasifika worldviews, future-focused skills, and real-world learning experiences.</p> <p>Curriculum Model:</p> <p>Our curriculum is built on a modular, interdisciplinary structure, blending explicit teaching, project-based learning, and authentic engagement with industry mentors. Students will experience learning that is culturally sustaining, personalised, and connected directly to future pathways.</p> <p>9(2)(b)(ii)</p> <div style="background-color: #cccccc; height: 400px; width: 100%;"></div> |

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Readiness to meet performance outcomes

9(2)(b)(ii)

Curriculum Development Timeline:

- **By September 2025:** School-wide curriculum plan and localised curriculum documents finalised, aligned to NZC and inclusive of Te Ao Māori and Pasifika contexts
- **Term 4, 2025:**
 - Unit and lesson plans for Term 1 2026 completed by teaching staff
 - Assessment calendar and moderation schedules finalised
 - Staff trained in digital platforms, adaptive instruction, AI integration, and NCEA assessment standards
 - Trial modules piloted and reviewed for refinement

Supporting Evidence:

- Long-term curriculum plan and localised curriculum
 - Term 1 schemes of work and unit plans
 - Staff PLD schedule focused on culturally responsive pedagogy, data-informed teaching, and literacy/numeracy acceleration
 - Digital platform configuration completed and tested
- Our curriculum is designed not just to meet compliance — but to empower Pasifika girls to thrive, innovate, and lead in a rapidly changing world.



Readiness to meet performance outcomes

| | |
|--------------------------|--|
| <p>Roll</p> | <p>Sisters United Digital Academy will open in Term One 2026 with 120 students across Years 9 and 10, with a phased roll expansion to Year 13 by 2029.</p> <p>Roll Growth Plan:</p> <ul style="list-style-type: none"> ● 2026: 120 students (Years 9–10) ● 2027: 180 students (Years 9–11) ● 2028: 240 students (Years 9–12) ● 2029: 300 students (Years 9–13 steady state) ● Our max roll will be 360 students by 2030 <p>We are ready to welcome students seeking a culturally empowering, future-focused education whether re-engaging from mainstream schooling or seeking more personalised pathways.</p> <p>Confirmed Readiness to Open:</p> <ul style="list-style-type: none"> - Completed student enrolments with full student files (health records, learning profiles, iwi affiliation where applicable) - Transition and orientation days scheduled for late Term 4 2025 and early Term 1 2026 - Personal mentors assigned to every student as part of our pastoral care system - Attendance, wellbeing, and academic progress monitoring systems operational from Day One <p>Student enrolments will be recorded through the Ministry's ENROL system, with all student information securely managed via a Ministry-approved Student Management System (SMS). Families will complete full enrolment documentation, including health, safety, consent, and emergency information. Data will be updated regularly and integrated with MoE systems for monitoring and reporting purposes</p> <p>Community and Whānau Engagement:</p> <ul style="list-style-type: none"> - Aiga Fono and whānau information evenings held in 2025 to build relationships - Partnership agreements with local Pasifika organisations and industries - Multi-channel communication plan active (social media, text, email, face-to-face) to maintain ongoing connection with whānau. <p>Monitoring and Retention Strategy:</p> <ul style="list-style-type: none"> - Real-time attendance and engagement tracking - Proactive pastoral care to identify and address early signs of disengagement - Quarterly roll stability reporting to Board, supported by student and whānau feedback <p>Sisters United Digital Academy will open in 2026 with 120 Year 9 and 10 students, fully ready to deliver a personalised, culturally grounded education. Our roll will grow each year to reach Year 13 by 2029. From Day One, students will be supported to re-engage, thrive, and lead with confidence.</p> |
| <p>Health and Safety</p> | <p>Sisters United Digital Academy will operate with a fully developed Health and Safety framework from Day One of Term One, 2026. This framework extends beyond compliance — it is designed to anticipate modern risks, protect all people on site, and ensure continuity of learning and wellbeing in the face of disruption.</p> |



Readiness to meet performance outcomes

Core System Readiness

- All Health and Safety policies and procedures will be approved by the Board by October 2025.

9(2)(k)

- Every staff member will complete full safety onboarding prior to student arrival, including training in crisis response, digital safeguarding, and first aid.
- Our foundation is aligned to current legislation, Ministry requirements, and the Charter School performance management framework.

Visitor and Contractor Safety

- Security and accountability extend to every person on site:
A digital sign-in system will log all visitors, contractors, and vendors with timestamps and access zones.
- Contractors will be pre-vetted, inducted into our safety procedures, and supervised as needed.
- All visitors must comply with health and safety protocols and will be monitored during their time on site.
- The front office team will be trained in escalation and response for threatening or unauthorised behaviours.
- These systems create a verifiable, real-time record of site access that supports both day-to-day safety and emergency response.

Emergency and Crisis Planning

Our emergency readiness will include:

- Natural Disaster Protocols (earthquake, flood, storm): Pre-drilled evacuation routes, emergency kits, and communication plans
- Health Emergency Response (e.g., COVID or future outbreaks): Infection control policies, isolation procedures, hybrid learning options
- Security Threats and Bomb Threat Protocols: Lockdown and evacuation plans developed with police input, tested termly
- Live Communications Plan: Mass SMS/email alerts to families, internal PA system for real-time instructions, pre-scripted templates for calm, accurate messaging.
- Drills will be conducted every term with full staff and student participation. Debriefs will follow each drill to refine our processes.

Student and Staff Wellbeing

We recognise that health and safety must include psychological security:

- A dedicated Wellbeing and Support Lead will monitor student engagement, behaviour patterns, and attendance to identify early signs of distress.
- Pastoral and behavioural support is designed to de-escalate, not punish, with clear pathways to internal and external services.
- Staff wellness is prioritised through proactive supports, reflective supervision, and workload monitoring.

Governance and Oversight

The Board will receive termly reports detailing:

- Incident data and emerging risk trends
- Contractor and visitor compliance
- Outcomes of drills and audit reviews
- Any significant breaches or escalations
- An independent annual Health and Safety Audit will be submitted with our



Readiness to meet performance outcomes

Charter School self-audit in June each year.

Supporting Evidence

We will have the right evidence to show our compliance with health and safety regulations, including a certificate of occupancy/compliance, site plan and classroom layout and health & safety manuals and emergency procedures.

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?

We believe students don't fail school - schools often fail to engage students. Our curriculum is designed to reverse this by making learning personal, purposeful, and empowering for every Pasifika girl.

9(2)(b)(ii)

Measurement and Accountability:

Achievement:

- Live tracking of NCEA credit progress via digital dashboards
- Baseline and termly assessments using e-asTTle, PATs, and literacy/numeracy progressions



Readiness to meet performance outcomes

- 95% of school leavers attaining NCEA Level 2 or above targeted

Attendance:

- Daily SMS attendance data monitored and analysed weekly
- Target: 80–90% regular attendance across all year levels
- Individual Attendance Plans for students at risk of chronic absenteeism

Engagement and Wellbeing:

- NZCER Wellbeing@School Surveys and teacher observations to measure belonging and engagement
- Student and whānau voice collected through surveys and hui to inform practice

Governance Oversight:

- Leadership team monitors PMF indicators monthly; Board receives quarterly reports on achievement, attendance, and engagement
 - Annual external reviews aligned to ERO and PMF standards to validate tuition quality
- Our strategy is built on transformation. Through mastery-based learning, personalised pathways, real-time data use, strong cultural identity, and whānau partnership, we will ensure every student at SUA is empowered to achieve, attend, and thrive.

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

At SUA, we view tuition quality not as a single classroom activity, but as a multi-layered system where curriculum, assessment, teaching, technology, and student wellbeing are integrated and continuously reviewed. Our model is designed to embed standards into daily practice, ensuring we meet and exceed Performance Management Framework (PMF) outcomes.

1. Curriculum and Assessment Systems: Built for Precision and Progress

- Our curriculum is fully aligned to NZQA and NCEA Level 1–3 achievement and unit standards, organised into modular learning blocks.
- Each module has clear credit outcomes, mapped by term and tracked through student dashboards.
- Multiple modes of assessment are used - including digital submissions, short-form tasks, and project-based evidence gathering.
- Adaptive AI-powered platforms in literacy, numeracy, science, and social studies adjust learning pathways based on mastery.
- Student performance is tracked through Personal Learning Plans (PLPs), identifying academic targets and intervention thresholds.
- A curriculum audit cycle will ensure every module delivered meets achievement standards and performance expectations.

Teaching Workforce: Professional Capacity at the Core

- 75%+ of teaching staff will hold full New Zealand certification, with cultural competence and digital fluency as core hiring criteria.
- Weekly teaching clinics will allow staff to analyse data, share strategies, and adapt instruction for students at risk.
- Termly peer observations and learning walks will focus on clarity of instruction, engagement, and evidence of learning.
- All staff will be trained in digital learning platforms and real-time dashboard analytics.
- Performance reviews will link professional development directly to student outcomes.
- Specialist external mentors or subject experts will be engaged where needed for moderation calibration and upskilling.

Real-Time Learning Analytics



Readiness to meet performance outcomes

- Every student’s progress is tracked through a digital dashboard capturing:
 - Lesson completion and progress
 - Mastery indicators by topic and strand
 - Accuracy, retry rates, time on task
 - NZQA credit accrual by standard and term
- Teachers meet weekly to analyse individual and cohort-level data patterns and intervene early.
- Each term, aggregate and disaggregated progress is reported to the Principal and Board, aligned to:
 - NZQA moderation feedback
 - Internal curriculum audits
 - External achievement benchmarks

Student Engagement as a Tuition Metric

- Engagement is measured alongside achievement, recognising they are inseparable.
- Student voice, PLP reviews, attendance trends, and digital participation patterns are analysed together.
- Culturally responsive curriculum content, project-based learning, and enrichment pathways ensure learning is personal and relevant.

Quality Assurance Frameworks

- SUA will embed Teaching as Inquiry and Universal Design for Learning (UDL) principles across curriculum delivery to ensure adaptive, inclusive, and evidence-based teaching practice.
- Internal and external moderation processes will validate the quality of assessments and credit outcomes.
- Triangulation of student achievement data (PLP progress + digital platform mastery + assessment evidence) will ensure robust measurement of learning.
- Engagement and wellbeing will be measured through NZCER Wellbeing@School surveys, alongside daily attendance and participation analytics.

How we will meet the Performance Framework Outcomes:

| Performance Outcome | How we deliver it | Measurement |
|--|--|--|
| 80% curriculum-level achievement (Yrs 9–10) | Adaptive AI learning tools, literacy/numeracy boosters, real-time diagnostics | Benchmarking tools, mastery reports, PLP reviews |
| 85% NCEA L2 or equivalent | Modular NCEA courses, multiple credit pathways, structured credit plans including the adaptive AI learning tools | Credit dashboards, NZQA moderation reports |
| Attendance and Engagement | PLPs, wellbeing monitoring, student-driven curriculum, digital access | Our custom-built daily SMS attendance data, pastoral analytics |

Tuition quality is not left to chance. Through mastery-based, culturally responsive learning, adaptive technologies, high-quality teaching, and real-time data use, we will ensure every learner progresses, achieves, and thrives.

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

Our monitoring strategy reflects the needs of a culturally grounded, relationally driven, and future-focused learning environment. From day one, every operational, academic, pastoral, and governance process has been built to directly align with PMF domains. This ensures that the progress of our Pasifika learners is systematically measured, actioned,



Readiness to meet performance outcomes

and celebrated in ways that honour both achievement standards and identity development

Data-Driven Systems for Live Monitoring

- **Student Management System (SMS):** Tracks enrolment, daily attendance, behaviour, wellbeing interventions, and pastoral notes in real time.
- **AI-Powered Learning Dashboards:** Adaptive platforms will monitor academic mastery, project engagement, and student wellbeing indicators, personalised for each learner’s PLP (Personal Learning Plan).
- **Finance and HR Systems (Xero, Novopay):** Track staffing certification rates, financial sustainability, payroll accuracy, and audit compliance.
- **Automatic PMF Alignment:** All systems configured to map directly against PMF domains: Academic Achievement, Engagement, Retention, Attendance, Financial Sustainability, and Compliance — removing manual risk.
-

Governance-Led Performance Oversight

- **Principal Leadership:** The Principal collates PMF indicators and reports progress quarterly.
- **Programme Leads:** Curriculum, Wellbeing, and Operations leads will own and report on their performance KPIs using standard templates.
- **Board of Trustees:** Receives detailed quarterly reports covering:
 - Academic achievement (NCEA credits, curriculum-level mastery)
 - Attendance and wellbeing data
 - Financial and staffing compliance
- **Whānau Partnership Monitoring:** Aiga Fono and curriculum co-design activities tracked to ensure whānau are active partners, not passive consultees.
- **External Reviews:** Annual audits by independent education consultants aligned to ERO and Charter PMF expectations.

Formative Evaluation and Continuous Improvement Cycles

- **Weekly Leadership Data Reviews:** Focus on academic achievement trends, attendance patterns, wellbeing risks, and cultural engagement metrics.
- **Mentor Impact Reviews:** Students’ mentor teachers provide reflective reports on learning engagement and personal growth.
- **Teaching as Inquiry Cycles:** Every teacher engages in termly self-review linking practice to achievement outcomes and whānau/student voice.
- **Student and Whānau Voice:** Termly surveys, learning stories, and aiga fono feedback triangulated with quantitative data to validate and refine tuition quality.

Aligned Monitoring Tools and Systems:

| Performance Measure (PMF Domain) | Monitoring Strategy | Monitoring Tool/System | Review Frequency |
|----------------------------------|---|--|-----------------------------------|
| Academic Achievement | Track progress against PLPs, identify mastery gaps early | Adaptive learning dashboards, internal moderation, credit audits | Weekly (internal), Termly (Board) |
| NCEA Level 2 Achievement | Monitor NCEA credit accumulation and readiness for Level 2 attainment | NZQA standard tracking, credit dashboards, external moderation | Termly |
| Attendance and Retention | Monitor daily presence and absence trends; | SMS daily feeds, Individual Attendance | Daily, Weekly trend review |



Readiness to meet performance outcomes

| | | | |
|--------------------------|---|---|-----------|
| | intervene early | Plans, pastoral analytics | |
| Engagement and Wellbeing | Monitor student connection, hauora wellbeing, project participation | NZCER Wellbeing@School surveys, Mentor reports, Engagement logs | Termly |
| Financial Sustainability | Monitor funding use, payroll, financial compliance | Xero financial reports, Novopay audits, external accountant oversight | Monthly |
| Staff Certification | Monitor teacher registration status and professional development | HR certification database, PLD logs, Appraisal reports | Quarterly |

Through rigorous academic systems, real-time data analytics, deep whānau partnerships, and relational teaching practice, we will meet and exceed every requirement of the Performance Management Framework - and most importantly, honour the brilliance of our learners.

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

The early identification of issues and risks will be made through a number of preventative measures we will have in place. The systems and structures in place to support them will enable the school to identify students and put in place a personalised intervention of support.

Early identification methods

Enrolment interview: All accepted enrolments will require a robust enrolment interview with the student and their family with the Principal and/or other staff member. The purpose of this interview is to gather data on the student to capture an initial learner profile. This includes but is not limited to academic performance from previous school, attendance data, learning strengths and areas for development and dispositions towards learning. This learner profile is then generated by teachers to ensure that any issues or risks identified through this interview are known by staff in order to monitor and track. This profile will identify opportunities where strengths can be leveraged for success.

Diagnostic assessments: Initial diagnostic assessments will be part of the annual assessment schedule and will take place in mid Term One. These assessments will assess Reading, Writing and Mathematics. This will provide teachers with data to inform planning and teaching of these specific skills. This data will also be part of the learner profile.

Preventative Measures

Engagement in curriculum: The curriculum design is highly engaging. By design, the school has been designed with the learners at the centre, specifically young girls aged 13 to 18 of Pasifika descent. Our school values, principles and practices will align with their cultural identities and enable them to have true agency over their learning by exploring and developing a deep knowledge of the curriculum through passions and interests.

Relationships & partnerships: Highly engaged families have highly engaged students therefore we see this partnership as a key preventative measure. Establishing and continuing to develop strong relationships with the students and their families is key to identifying issues and providing support to address these. Space and time will be given to develop this during the school day with students as well as through multiple community engagement events such as family meetings and school events.

Small class sizes: Small class sizes will provide optimal opportunity for teachers to target specific students' learning needs. The data captured in the interview as well as the diagnostic assessment will give the teachers ample data to



Readiness to meet performance outcomes

begin targeting learners early. The low student to teacher ratio allows for the personalised support and tracking of progress to be effective.

Attendance: An attendance management plan will be established from the start of Term One. This management plan will also be communicated to families so that the expectations and processes that follow if concerns are raised are known by all parties.

7. Outline strategies for addressing academic underperformance.

There are several factors that can lead to academic underperformance in students. Each student has a unique set of circumstances that may have led to this. Our strategies have been developed to ensure we understand these factors and along with the family, provide support to remove barriers to achieving success.

Learner Profile

The learner profile will provide a holistic overview of the student. As mentioned above, it will provide the school with relevant information that pertains to their overall achievement and success in education. This learner profile will be a working document that will be added to and developed with the growth of the student. This is a teacher-facing document.

Personalised Learning Plan

Each student will have a personalised learning plan co-constructed by the student, their families and the teacher. This plan is created based on the learner profile and initiated through meetings with the student and their family. This will happen once the learner has settled into classes and teachers have had the opportunity to observe the student. This plan will include strengths, areas for growth and goal setting that targets areas of concern for academic achievement. It will also outline interventions put in place by the school such as small group instruction, relevant differentiation or teaching strategies that are effective for that student. Updates will be provided to families on the plan as well as termly meetings to discuss progress and next steps.

Social and emotional learning

There will be a strong element of wellbeing, dispositional, social and emotional learning within the curriculum. Building dispositions and holistic wellbeing of young people leads to better academic success. These elements of our curriculum will work in conjunction with the academic curriculum to build the skills needed to achieve success.

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

Academic success and attendance are woven into a culture of purpose, pride, and leadership. Our initiatives are designed around our Four Pillars for Success: Cultural Identity and Competency, Holistic Wellbeing, Excellence Through Personalised Achievement, and Leadership, Innovation, and Community Impact. Every programme is built to empower, connecting daily learning, consistency, and cultural strength to future opportunities and visible success.

Academic Achievement Initiatives

- 9(2)(b)(ii)

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Readiness to meet performance outcomes

- 9(2)(b)(ii)

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Attendance and Engagement Initiatives

- 9(2)(b)(ii)

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Monitoring and growth systems:

| Performance Domain | Initiative | Monitoring Tool | Review Cycle |
|---------------------------|-------------|--|--|
| Academic Achievement | 9(2)(b)(ii) | AI dashboards, NCEA credit tracking, internal moderation | Weekly internal, Termly board review |
| Attendance and Engagement | 9(2)(b)(ii) | SMS data, Mentor tracking, Attendance analytics | Daily monitoring, Monthly trend analysis |
| Leadership and Innovation | 9(2)(b)(ii) | Project logs, leadership reflections, whānau feedback | Termly showcases and reviews |

At SUA, success is visible, celebrated, and connected to leadership pathways. Through personalised academic pathways, leadership opportunities, cultural pride, and real-time growth systems, we are building a generation of Pasifika young women who know exactly where they are going and why it matters.

Requirements for distance learning

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



Readiness to meet performance outcomes

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

Sisters United Digital Academy will deliver blended distance learning every Friday, combining synchronous (live video sessions with teachers) and asynchronous (self-paced tasks through Google Classroom) learning. Engagement and attendance will be tracked through live session participation, assignment submissions, login activity, and real-time learning dashboard monitoring. Weekly staff-led engagement reviews will identify any students needing additional support or intervention. A Distance Learning and Safeguarding Policy is being developed to formalise future procedures, but active monitoring, real-time support, and whānau communication will ensure students meet all Performance Management Framework targets from day one

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

Pastoral care for distance learners will be delivered through scheduled live check-ins, learning progress monitoring, and dedicated pastoral support channels available during online learning hours. Students under 16 will be required to attend regular wellbeing check-ins and parents will be actively engaged to supervise learning at home. Staff are trained in digital safeguarding practices and will proactively monitor student safety, behaviour, and engagement during distance activities. A comprehensive Distance Learning and Safeguarding Policy is being finalised to strengthen these systems and future-proof our model.

Comments on draft agreement

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

No proposed amendments.

The Charter School Agency will not accept any proposed amendments to the General Terms and Legal Schedules of the Agreement. Applicants must prepare their application on this basis (see the Application Declaration below to confirm this).

Application declaration


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

| Topic | Declaration | Applicant's declaration |
|---|--|-------------------------|
| Application Process, Terms and Conditions: | I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them. | agree |
| Collection of further information: | The Applicant/s authorises the Charter School Agency and the Ministry of Education to: <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. The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education. | 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 | agree |



Application declaration

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

| | | |
|--|---|-------|
| | the basis that no amendments to the General Terms and Legal Schedules will be considered. | |
| 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: | No conflict of Interest | |
| Signature: |  | |
| Full name: | Kendal Collins | |
| Title / position: | Director | |
| Name of organisation: | Sisters United | |
| Date: | 14/5/2025 | |

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Appendix A: Directors, Advisory Board Members, and Key Staff
(Consulting / Prospective)

This appendix provides profiles for key individuals who are engaged in consultation with Sisters United Academy. While all appointments are not yet confirmed, these individuals have expressed strong interest and are aligned with the Academy's vision and mission, which is deeply grounded in family values, community leadership, and cultural empowerment.

Directors:

Kendal Collins

Kendal Collins is the Co-Founder and Chief Executive Officer of Sisters United. A proud Samoan and qualified social worker by trade with over 18 years of experience working in schools, communities, and alongside Pasifika youth, Kendal brings deep expertise in social work, youth wellbeing, mental health advocacy, and community development. Under her leadership, Sisters United has grown into a nationally recognised movement for Pasifika girls' leadership, wellbeing, and holistic success. Kendal was appointed a Member of the New Zealand Order of Merit (MNZM) for her contributions to youth development and community service. As part of the founding family, Kendal ensures that the Academy is built on a foundation of whānau values, cultural pride, and service to community.

Sean Collins

Sean Collins is a respected New Zealand-based lawyer with broad experience across education, governance, community law, contracts, family and child law, and professional sports advisory. He has advised educational institutions, trusts, and start-up organisations on compliance, governance frameworks, and risk management. Sean brings a practical and strategic legal lens to the development of Sisters United Digital Academy, supporting strong governance and regulatory readiness. As a member of the founding family alongside Director Kendal Collins, he upholds the Academy's foundation on whānau values, leadership, and integrity.

Advisory Board Members:

Dr. Acacia Cochise

Dr. Acacia Cochise is an education futurist, systems thinker, and cultural strategist originally from the United States, now based in Aotearoa New Zealand. She holds a PhD in Educational Innovation and has worked extensively across indigenous education, digital transformation, and youth empowerment initiatives. Her expertise in curriculum design, policy advising, and Pasifika community leadership makes her a valuable contributor to the Academy's future-focused strategy.

9(2)(a)



9(2)(a)



Key Staff (Consulting/Prospective)

**Principal (Prospective Appointment)
Bonnie Talamaivao**

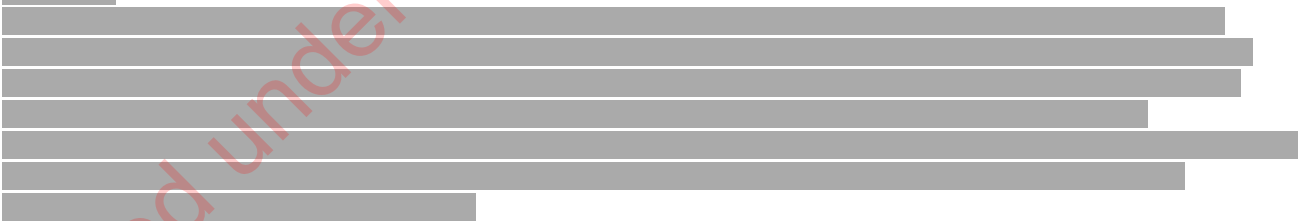
Bonnie Talamaivao is an experienced Deputy Principal with a strong commitment to transforming education for Pasifika youth. A proud Samoan and graduate of the University of Auckland (Bachelor of Education, Master of Educational Leadership), Bonnie has led initiatives in alternative education, curriculum innovation, and community partnerships. Her expertise includes re-engagement strategies for attendance, learning, and behaviour, alongside building strong external agency collaborations. Bonnie is passionate about holistic, empowering education that meets young people where they are and prepares them to thrive.

**AI Digital Learning Technician (Appointed)
Doug Healey**

Doug Healey is a pioneer in the integration of artificial intelligence and indigenous learning environments. A proud Māori innovator and founder of "AI Marae," Doug specialises in adaptive learning platforms that honour cultural identity while driving academic achievement. Doug brings extensive experience in educational technology implementation, system design, and digital analytics, positioning Sisters United Digital Academy at the forefront of AI-powered personalised learning.

Education and Cultural Consultant

9(2)(a)



Note: Note: All individuals listed are engaged in active consultation for governance and leadership roles at Sisters United Digital Academy, pending formal appointments.



Appendix B: Proposed Facility and Lease Negotiations

9(2)(b)(ii)

Formal lease execution will proceed following confirmation of authorisation and funding approval.

(See attached: Proposed Lease Terms and Conditions)

**proposed lease terms
& conditions**

9(2)(b)(ii)

