



The Response Form

What you'll need to provide

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

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

Submitting your application

1. Applications must be submitted electronically through the GETS e-Tender box function no later than **midday; 12:00pm, 11 October 2024**.
2. Please plan accordingly to allow sufficient time for the upload to complete before the application deadline. If you do encounter technical issues when you are submitting, please contact the applications team immediately at applications@charterschools.govt.nz.
3. Applications not submitted by the deadline time and date may be excluded from assessment at the discretion of the Charter School Agency.
4. Please clearly name your files as follows:
 - a. [Applicant/sponsor name – Response form for Charter Schools - Kura Hourua]
 - b. [Applicant/sponsor name – Statutory declaration for Charter Schools - Kura Hourua]

Application process terms and conditions

This process is undertaken in accordance with the Charter School Agency application terms and conditions. By applying, the applicant agrees to the terms and conditions appended to this application.

Part One. Sponsor Capability

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

Questions 1-2: Financial acuity

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

1. Profit/loss (P&L) balance sheet for our first three years of operation.

A high level, profit and loss, balance sheet and cashflow has been prepared and attached with our application, along with detailed assumptions underlying our financial model.

In summary, the financial modelling shows that given that the school is only focusing on students in Years 11 to 13, and that to build student numbers across this cohort, generally takes three years to attain a viable level of operations, as the first year will focus on Yrs 11 and 12 along with a focus on establishing a pipeline of enrolments to enable the replacement of graduating students. The profit and loss demonstrate that this level of financial sustainability is achieved in the third year of operations. During the first two years whilst enrolments are continually increasing, the school operates at a deficit, which is then capable of being repaid once a position of an operating surplus is achieved. This is financed via an intercompany loan from the Australian entity, The BUSY Group. This experience mirrors the financial profile of The BUSY School within the Australian operating environment. Naturally, we will be doing all we can to increase student enrolment numbers to build the student cohort.

Successful service delivery of educational and employment outcomes is achieved via operating within a network environment, which enables the front-line education staff to focus on effective teaching and learning, while being supported by a broad base of cross functional employment and engagement professionals.

A number of key assumptions have been included within the preparation of this financial model, with the focus being of the attainment of education and employment outcomes for students which is achieved through high teacher to student ratios, provision of support resources to the students whilst engaged in off-site training and education, along with additional resources such as laptops, uniforms, food and all required stationary. This boutique educational offering is only achievable through the receipt of full student funding and the redirection of company taxation, through the approval of an 'income tax exempt entity'.

Our intention is to be a charity. One of the key components of financial success for The BUSY School New Zealand will be the attainment of a Charity application for taxation exemption, our assumptions based on this are contained within the financial model. This assumption allows for greater reinvestment of funding year-on-year towards the successful educational and employment outcomes for students, achieved through the provision of services to remove barriers to engagement which are not normally available within a mainstream school. This is only possible through the reallocation of funds that would otherwise be payable in tax. Non-receipt of this exemption and the payment of a 28% taxation rate, would impact the educational service delivery model. The determination of the Charity application status has an anticipated outcome date of 1st December 2024.

Attachment references: The BUSY School NZ Assumptions (Financial Model).pdf, The BUSY School NZ Profit and Loss.xlsx

2. **How The BUSY School NZ will use the P&L to influence the governance structure to make decisions for our Charter School and manage financial and business performance.**

The operating philosophy currently employed within The BUSY Schools is one of engagement, communication and inclusiveness through informed decision-making. The school Principal is responsible for the financial and operational performance of the school and is supported by a team of qualified professionals across corporate services disciplines. Subject matter

experts in various non-educational areas will also provide guidance and direction. Monthly financial accounts, including a profit and loss (P&L) statement, balance sheet, cash flow statement and cash position, are prepared for the Charter School. These monthly results are discussed with the Principal to understand and explain the numbers, as well as ensure accurate recording of all relevant transactions. A detailed commentary is prepared and distributed to the relevant committees and executives. This process achieves several objectives.

Understanding Financial Health - Regularly reviewing the P&L is crucial for understanding the financial health of the Charter School. This involves assessing student enrolment numbers, revenue, teaching ratios, wages, and operating expenses.

The results of these reviews are reported to the governance subcommittee, which helps identify areas of concern, or strength, in the Charter School's financial performance. This data is then used to make operational changes, such as implementing marketing strategies to increase enrolments, or efficiency measures to reduce expenses. Additionally, strategic changes and budget reforecasts are made based on the current financial performance.

Performance Metrics and Goals - Performance metrics are based on the P&L to measure success and ensure that the school is operating within established guidelines and parameters.

These metrics are set as specific, measurable goals for the Charter School's financial performance, which, through the monthly reviews, provide the governing bodies with the information to adjust strategies as needed and to provide guidance for the short-term and long-term operating forecasts for the Charter School.

Budgeting and forecasting along with Scenario Planning - We utilise existing and projected P&L to create well-informed budgets and financial forecasts with the Principal providing operational input throughout this process. Trends in enrolments, revenue, and expenses are analysed to project future performance. Additionally, scenario analysis is conducted to determine the impact on the P&L and assess the financial consequences of various decisions, such as implementing new programs.

Discussions with governance stakeholders regarding long-term financial planning are facilitated. Forecasts are utilised to support proposals for new programs, staff hiring, or capital projects, ensuring that decisions are supported by reliable financial data. This information enables governing committees to make informed decisions based on potential financial outcomes.

Accountability, Transparency, Stakeholder Engagement and Reporting - The distribution of the P&L to relevant stakeholders facilitates a culture of accountability and transparency regarding financial matters. Audited financial statements engage stakeholders in discussions about performance outcomes, operating sustainability, and the impact of financial decisions on school programs, while ensuring appropriate governance standards.

This fosters a culture of accountability by involving various stakeholders in financial discussions, aiming for informed decision-making and increased corporate governance while fulfilling financial reporting responsibilities.

Overall, utilising various financial accounts including P&L, balance sheet, cash flow, and cash position ensures that financial performance aligns with the Charter School's mission, promoting sustainable growth, improvement, and to long-term viability.

Questions 3-5: Leadership and community

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

3. **How our leadership/value proposition will attract families/students to enrolment (It is important to include specific detail here, as the students will be the main source of your funding).**

To ensure the success of our Charter School, The BUSY School NZ has established a robust and clear approach to governance. We appreciate that students are our main source of funding, and our governance approach and our value proposition are designed with their needs and aspirations in mind, we always implement a student-centric approach. Critical to The BUSY School NZ approach is the importance of student voice, including their parents and whānau. It is important that our students, their parents and whānau are well communicated with and included in key considerations regarding the future of the Charter School. This reflects our leadership and the unique value proposition we offer to prospective students, their parents and whānau. Our leadership is characterised by integrity, transparency, and commitment to excellence.

The BUSY School NZ has purposefully created a strong, transparent, and comprehensive governance and leadership structure, including a value proposition centred on student academic and employment achievement. The governance and leadership structure are equally geared towards the successful implementation of the value proposition, therefore, attracting prospective students, parents, and whānau to consider enrolling in the school. Prospective students, parents and whānau can do so with the confidence and comfort that the school is managed, led, and operates with the sole purpose of supporting student success.

The following detailed information articulates the key features of the governance and leadership structure, including the features of the educational value proposition. Features include our dual curriculum approach, trauma-informed practices and the end-to-end educational model that supports at-risk and disengaged students on their journey from disengagement to academic and employment success.

The governance and leadership structure, along with the unique value proposition, will position The BUSY School NZ as a desirable educational option for students, parents and whānau in Auckland who seek a highly contextualised educational provision that supports at-risk and disengaged youth in achieving academic and employment success.

Robust Governance and Leadership

The BUSY School NZ has established and will implement a robust and comprehensive governance structure. This structure is led by an independent Board of Directors who possess contemporary knowledge, skills, and expertise in key educational, business, industry, and political fields. Additionally, the governance structure includes sub-committees, each dedicated to crucial aspects of school operations. Sub-committees will consist of a broader group of educational, industry, and operational experts. They analyse, discuss, and review critical components of school operations, providing information and assistance to the Board in making appropriate strategic decisions.

Sub-committees, including their roles and purposes, include:

- *Finance and Audit Committee:* This committee focuses on financial oversight, ensuring the efficient use of funds and long-term financial sustainability. Its main goal is to reassure families of the school's stability.
- *Governance, Compliance, and Risk Management Committee:* The purpose of this committee is to ensure adherence to legislation, regulations, and all other critical guidelines. It also aims to maintain high standards of child safety and school operations.
- *Education, Wellbeing, and Community Engagement Committee:* This committee focuses on student welfare, curriculum development, and building strong community ties based on achievement and engagement data. Its main objective is to ensure that the school continues to meet the evolving educational needs of the students while fostering connections with families, whānau, and local communities. This will have particular importance in the representation and interaction with cultural groups.

The Board is responsible for the strategic planning and direction of the Charter School. The leadership team will be guided by the Board and will be responsible for implementing and operationalising the strategic approach. They will also ensure alignment between planning and operations, to achieve our mission of educational excellence. We will implement a thorough governance and leadership structure comprised of expert members to ensure student academic, wellbeing and employment success. We are confident this approach will instil trust in students, parents and whānau who are considering enrolling, and will also position our Charter School favourably for those seeking an alternative to mainstream options.

Comprehensive and Inclusive Value Proposition

The BUSY School NZ offers a unique end-to-end educational model that addresses the needs of students who are currently at-risk or have disengaged from mainstream education. The school's value proposition is based on providing a comprehensive, end-to-end educational approach that supports students through every stage of their academic journey, from disengagement through to academic and employment success.

The BUSY School NZ model of end-to-end education centres on the following:

Dual Curriculum Approach and Work Experience

The BUSY School NZ integrates the New Zealand National Certificate of Educational Achievement (NCEA) Levels 1, 2, and 3 with nationally recognised Vocational Education and Training (VET) options. These curriculum options are supported by student work experience placements that are directly linked to individual student Career and Pathway Planning. Our dual curriculum approach ensures that each student has the opportunity to achieve academic success while gaining real-world skills and vocational qualifications aligned with their individual career goals. VET combined with work experience is supported through partnerships with tertiary institutions, industry groups, Trades Academies and polytechnics. These partnerships also include local employers operating within a range of local Auckland based industries, providing students with practical hands-on experience and potential career opportunities upon graduation. Our dual curriculum approach, combined with work experience opportunities will attract students, parents and whānau to enrol in The BUSY School NZ.

Trauma-Informed Approach

The BUSY School NZ recognises that some students in our target cohort may have experienced poor educational experiences, may have been absent from school for extended periods of time, or may be experiencing mental health challenges that hinder their ability to engage meaningfully in education. The BUSY School NZ applies a trauma-informed approach to all aspects of school operations, including academic, well-being, and employment focused activities.

Trauma-informed practices are embedded within all school operations, including pedagogy, infrastructure and professional development. All staff are responsible for creating a supportive learning environment where students feel safe, heard, and understood. Staff are provided professional development and training in trauma-informed educational practices and student care, and specialist support roles are in place to provide mental health services, cultural support, and student advocacy. The BUSY School also features 'chillout' zones providing students with a quiet space to prepare themselves to continue engaging in learning. This approach promotes academic success and personal development by supporting the whole student—academically, emotionally, and socially—The BUSY School NZ ensures all students are not only prepared for employment but also equipped to lead meaningful, independent and successful lives beyond school. The BUSY School approach to trauma informed education provision is appealing for families seeking an alternative education provision for their child who may require additional mental health and emotional support to facilitate educational engagement.

Engagement: Community, Parents and Whānau

The BUSY School NZ is cognisant of the criticality of community engagement, and this will play a vital factor in the success of the school. The BUSY School NZ will actively engage with students, parents, whānau, industry leaders and the broader local Auckland community to support the continued long-term success of the school. The BUSY School NZ has already commenced a proactive approach to community engagement and consultation, as evidenced in the Engagement Tracker submitted with Stage 1 of this application. Further consultation has occurred since the submission of Stage 1, which has been captured in the updated Engagement Tracker attached.

Attachment reference: Engagement Tracker NZ Charter School.xlsx

The BUSY School NZ is excited to further deepen active engagement and consultation with students, parents and whānau if afforded the opportunity to operate the school from January 2025. The school is already preparing to engage with potential students, families and whānau ahead of the opening date. To attract student enrolments, and importantly, provide a comprehensive understanding of our end-to-end model of education, following a comprehensive recruitment effort, our newly recruited specialised staff will commence individualised Career Pathway Plans (CPP) and Individual Learning Plans (ILPs) with prospective students. CPPs and ILPs highlight the academic, employment, and types of educational support students can enjoy if they choose to enrol, including defining a clear pathway to employment upon graduation.

As an example of engagement with students, parents and whānau, the BUSY School Queensland captures data and information received from students and parents in response to questions asked of school performance and perception. This information, along with additional performance indicators, is captured and published in the Annual Report 2023 which is included as evidence within our application. If given the opportunity to open a Charter School in New Zealand, the BUSY School NZ will also engage with and survey students, parents and whānau.

Attachment reference: The BUSY School 2023 Annual Report.pdf

The information captured on the following pages provides confidence that students, parents and whānau are satisfied with the educational provision that the BUSY School Queensland provides. This evidence is transferable to New Zealand and strongly supports expected results.

Figure 1 – Parent Satisfaction Survey

Parent, Teacher and Student Satisfaction with the School:

Table 1: Parent/Carer Survey

Percentage of parents/carers who agree that:	Brisbane City	Cairns	Cleveland	Coalingaba	Salisbury	Shailer Park
Teachers are interested in my young person's wellbeing	89%	98%	94%	100%	91%	80%
This school celebrates student achievements	100%	100%	94%	100%	96%	80%
I can talk to my young person's teachers about my concerns	88%	100%	89%	100%	96%	80%
Student behaviour is well managed at this school	88%	100%	94%	93%	91%	80%
The school takes parents' opinions seriously	75%	100%	81%	79%	91%	80%
My young person likes being at this school	89%	98%	94%	86%	95%	80%
This school is well organised	82%	100%	81%	93%	96%	80%
Teachers at this school treat students fairly	100%	100%	94%	93%	87%	80%
My young person is making good progress at this school	88%	95%	94%	93%	96%	80%
My young person feels safe at this school	100%	100%	100%	100%	95%	80%
My young person's learning needs are being met at this school	87%	95%	94%	88%	90%	80%
Staff at this school are approachable	89%	100%	94%	100%	91%	80%
Staff at this school are responsive to my enquiries	89%	100%	81%	100%	96%	80%
This school keeps me well informed	75%	98%	88%	100%	96%	80%
I would recommend this school to others	100%	100%	94%	93%	91%	80%

Please note: The data above is inclusive of 6 campuses within Queensland, Australia. A further 3 campuses have opened since this data was collected which are not included.

Figure 2 – Student satisfaction survey

Percentage of students who agree that:	Brisbane City	Cairns	Cleveland	Coolangatta	Salisbury	Shailer Park
I have supportive classmates	100%	95%	100%	100%	90%	100%
I feel safe at school	100%	97%	100%	100%	90%	100%
Staff encourage me to do my best	100%	95%	100%	100%	100%	100%
Staff care about me	100%	92%	100%	100%	90%	100%
Student behaviour is well managed at my school	100%	78%	100%	100%	80%	100%
I can talk to staff about my concerns	100%	81%	83%	100%	90%	100%
The staff help me with my school work when I need it	100%	95%	100%	100%	95%	100%
The staff at my school treat students fairly	100%	89%	83%	100%	85%	100%
I want to come to school	100%	76%	75%	100%	90%	100%
I feel supported to find a future pathway	100%	95%	83%	100%	100%	100%
Students respect one another at this school	84%	57%	71%	50%	73%	65%
I like the flexible timetable	100%	95%	100%	100%	100%	100%
I would you recommend The BUSY School to other people	100%	95%	92%	100%	100%	100%

Please note: The data above is inclusive of 6 campuses within Queensland, Australia. A further 3 campuses have opened since this data was collected which are not included.

Cultural Inclusivity

The BUSY School NZ prioritises cultural safety, and cultural respect, within the Charter School, which extends to genuine and meaningful engagement with Auckland Iwi Ngati Whatua. Although the BUSY School NZ will not exclusively cater for Māori and Pasifika students, we understand it is likely a large proportion of our student cohort will come these cultural backgrounds. Senior Leaders from the BUSY School NZ travelled to Auckland in September 2024 to engage with Mr Tom Irwin, Chief Executive Officer from Ngati Whatua. The purpose of the meeting was to introduce the end-to-end model of education for at-risk and disengaged students and commence building a relationship with the Iwi. Creating an open channel of communication with Iwi is essential as it is likely children from Ngati Whatua will become students at the school. Ngati Whatua was strongly supportive of the BUSY model and confirm the need for a school focused on re-engaging students who are at-risk or disengaged, and supporting pathways to educational success and employment outcomes.

The BUSY School NZ has introduced a culturally specific role to the staffing model: Cultural Liaison Officer (CLO). The CLO will be based on site and provide a holistic service specifically focused on cultural support for students, guidance for staff, and play a key role in connecting with students, parents and whānau, and the wider Auckland cultural community. The CLO's main objective is to ensure that Māori and Pasifika students are represented and feel culturally supported. Additionally, the CLO will ensure that cultural values are incorporated into the curriculum and foster an environment where cultural diversity is celebrated. The CLO will also support community and cultural engagement activities that appeal to families from all backgrounds.

An example of cultural inclusivity can be seen at The BUSY School Queensland, where Ms Jelaire Wharehinga, a Teacher Aide at the Cleveland Campus, teaches Te reo Māori as an elective subject for all students. This initiative aims to increase connection with Māori culture in a safe and supportive environment. Cultural inclusivity is of utmost importance to The BUSY School NZ, as we strive to celebrate cultural differences and ensure that cultural perspectives underpin all aspects of the school.

Individualised support through high staff to student ratio

One of the key elements of The BUSY School NZ's value proposition is the commitment to small class sizes, with an approximate classroom staff-to-student ratio of 1:16. This ratio supports high levels of individual student support and engagement, ensuring students receive the academic and emotional support required to achieve success. High staffing ratios also support the formation of professional relationships between staff and students, providing greater opportunities to connect which supports improved levels of attendance, engagement and outcomes. Senior Leaders from the BUSY School NZ travelled to Auckland in September and met with students enrolled at the School of Secondary Tertiary Studies, who are heavily connected with MIT. The students were very clear that feeling "like just a number" at their previous mainstream school was not enjoyable; they did not feel valued or heard. The students were clear that smaller class sizes, with the opportunity to genuinely engage with their teacher, dramatically improved the perception, engagement and level of enjoyment at school. School enjoyment and sense of purpose directly leads to dramatic increases in attendance and outcomes. The BUSY School NZ will implement a high staff-to-student ratio to ensure high levels of support, leading to positive academic, attendance, wellbeing, and employment outcomes.

Clear objectives – Academic and employment outcomes

The BUSY School NZ's focus on academic and employment outcomes makes it an appealing choice for students, parents and whānau who are seeking alternative educational options compared to current mainstream offerings. The BUSY School NZ clearly integrates academic achievement with career preparation, connecting these two key areas of focus is essential for equipping and preparing students for a full and successful life upon graduation as they enter the workforce.

Key features of this approach include:

- **Workplace Readiness Program:** This program is designed by our internal specialist staff to prepare students for the local Auckland employment market and workforce. It is a contextualised program that focuses on building professional and personal skills necessary for success in the workplace. These skills include workplace safety, communication



skills, and the importance of industry-specific qualifications. Our program ensures that students are well-prepared to enter the workforce, which is not commonly facilitated by traditional mainstream schools. The BUSY School NZ focus on employment preparation, providing reassurance to parents and whānau enrolling their children in our school will lead to tangible academic and employment outcomes.

Document Reference: Evidence of student work experience and employment.

- **Real-World Learning Experiences:** Senior leaders from The BUSY School NZ have prioritised community and industry engagement. The BUSY School NZ has commenced relationship and partnership building with vocational education and training providers, Iwi, Industry Training Organisations and the Chamber of Commerce in Auckland. Through these relationships, students will have the opportunity to access work experience opportunities that are directly linked to their Career Pathway Plan, nationally recognised vocational qualifications and the local Auckland labour market. Students will be able to gain real-world, hands-on learning experiences that align with their chosen career path, preparing them for employment after graduation. This combination of classroom learning, and practical experience increases student engagement, attendance, academic performance and improves employment prospects after graduation. This approach to study and work appeals to parents and whānau considering enrolling their child with The BUSY School NZ.

Conclusion

The governance and leadership structure of The BUSY School NZ, along with its innovative educational model and emphasis on holistic well-being, offer a compelling value proposition for students, parents and whānau seeking an alternative educational option when mainstream choices have not been effective. The BUSY School NZ provides a proven educational approach that addresses the needs of at-risk and disengaged students by offering a comprehensive educational solution. This includes academic success through a dual curriculum approach, nationally recognised vocational education and training, a trauma-informed approach to educational delivery and student care, and a strong focus on community and cultural engagement. The structure of The BUSY School NZ ensures that students have a solid foundation for success, which contributes to the long-term sustainability of the model. This will appeal to students, parents and whānau considering enrolment in the school.

4. How our governance and organisation structure will positively impact student achievement and attendance.

The governance and organisational structure of The BUSY School NZ will have direct and positive impacts on student academic achievement and student attendance. The BUSY School NZ has carefully and thoughtfully created a governance and organisational structure that is equally focused on strategic and operational excellence. Lessons from the successful establishment of the BUSY School Australia have been incorporated to plan for and scaffold success, focusing on a student-centred approach at the core of all functions and decisions. The impact and results of our comprehensive governance and organisational structure will be realised through key responsibilities held, delivered, and operationalised by specialist education and employment-focused staff on a daily basis.

Operational level governance structure, the impact on student achievement and attendance

As equally important as executive-level governance, operational levels of high-quality governance are essential to support student academic and attendance success. The BUSY School NZ will implement the following levels of governance to support successful student outcomes:

Specialist staff and day-to-day operations

The specialist staff at The BUSY School NZ all fulfil critical roles to support student success in the daily operation of the school. Specialist teams of staff are categorised into the following categories:

- Leadership
- Education

- Employment and support

Each category of specialist staff has clear individual responsibilities yet align and collaborate closely with each other to ensure the provision of holistic student support leading to successful outcomes.

Leadership team

Critical to the success of the BUSY School NZ will be the Foundation Principal. The Foundation Principal will be responsible for implementing the school's culture, leading the establishment of a new type of alternative education provision for New Zealand, and ultimately being responsible for creating an environment for students to succeed. As the Charter School grows, a Deputy Principal and other academic leadership positions, such as a Curriculum Coordinator, will be introduced. These pivotal leadership roles will be responsible for efficiently managing school operations in order to create an environment where students can re-engage in learning and have the necessary structure and support to achieve academic success, wellbeing, and employment opportunities.

Education team

Teachers and Teacher Aides have the responsibility of ensuring student academic engagement and delivering a curriculum that is both educationally rigorous and vocationally relevant. Teachers are responsible for delivering the NCEA curriculum which must comply with all New Zealand regulatory requirements. This includes contextualising the curriculum to meet the individual needs of each student and aligning it with Individual Learning Plans and Career Pathway Plans. The BUSY School NZ takes a unique approach to curriculum by combining nationally recognised NCEA content with vocational education and training qualifications creating employment pathways that directly link to students' career aspirations. Our dual curriculum approach provides academic and practical learning experiences that cater to students' interests and future goals. The Education Team will have a significant positive impact on student achievement and attendance through the provision of high-quality teaching and learning practices.

Employment and support team

Specialist employment and support staff, such as Youth Workers, Employment Pathways Officers, and the Cultural Liaison Officer, will cooperate with the Education Team in achieving positive student academic and employment outcomes. The Employment and Support Team provide employment specific assistance, generate work experience opportunities and remove barriers to engagement. Additionally, Youth Workers and Employment Pathways Officers collaborate with students, parents and whānau to create personalised Attendance Improvement Plans (AIPs) to identify barriers to attendance and implement strategies to overcome them. This team will also develop Individual Learning Plans. Comprehensive operational governance practices will ensure that the school maintains a high level of accountability regarding ILPs. ILPs are developed in consultation with students, parents, and whānau. ILPs provide a roadmap tailored to the needs of each student, focusing on individual academic, vocational, and employment goals. The Employment and Support Team, with assistance from the Education Team, will continually work with students, parents, and whānau to review, adjust, and refine ILPs to meet the ever-changing needs of individual students. Good governance protocols applied to key documentation, such as ILPs, will effectively support students in remaining on track to achieve success.

The Employment and Support Team have the responsibility of ensuring that students comprehend the significance and relevance of their education and how attendance and engagement will determine future career opportunities. By connecting engagement, attendance, purpose and relevance of learning to meaningful and student-led tangible outcomes, the Employment and Support Team are able to support students to achieve positive outcomes.

Attachment reference: The BUSY School NZ_Evidence of student work experience and employment.pdf

Student monitoring – KAMAR

To ensure comprehensive student monitoring processes, if approved to operate, the BUSY School NZ will implement the use of school management software, KAMAR (see attached KAMAR



quote, as evidence of engagement). KAMAR is a New Zealand-based student management system designed to support and monitor all critical aspects of school operations and student learning. The BUSY School NZ will utilise KAMAR to support a strong governance and organisational support system supporting student monitoring, reporting and governance and ultimately student success. Features include student administration, pastoral care functions and monitoring, timetabling module, financial capability, student profiling, awards and recognition, school calendar and planning, attendance monitoring and notifications, dedicated applications on both Apple and Android platforms, school.kiwi functionality for SMS and push notifications, and cloud hosting capability.

Attachment reference: The BUSY School NZ_KAMAR quote.pdf

Clear policies and procedures

The development of clear policies and procedures is a key aspect of the Charter School, ensuring consistency, fairness, and transparency in our operations. Policies and procedures set expectations for behaviour, outline consequences for misconduct, and establish a framework for academic integrity. For our students, we seek to help them understand what is expected of them, reducing confusion and potential conflicts, and creating a learning environment where they are more likely to feel secure and engaged.

The BUSY School NZ have begun the development of a suite of the following policies and procedures, and analysis continues with a view to identifying further needs in preparation for our Charter School opening.

- Statement of Democratic Principles Policy
- Governance and Management Policy
- Delegations of Authority
- Not for Profit Policy and Procedure
- Corporate Services Agreement
- School Community Engagement Policy
- Employer Responsibility Policy
- Statement of Philosophy and Aims
- Compliance Framework Statement
- Conflict of Interest Policy
- Prohibited Agreements and Arrangements Policy
- Responsible Person Probity Policy
- Curriculum and Student Achievement
- Constitution
- Risk Management Policy and Procedures
- Board Governance Charter
- Purchasing Goods and Services Policy
- Finance and Asset Management Policy
- Health, Safety and Welfare Policy

Data driven decisions

The Principal is responsible for regularly collecting, reviewing, and analysing data on student attendance, academic and employment outcomes including monitoring student wellbeing. Attendance records will also be monitored daily, with absentee notifications sent to parents/guardians within a timely manner, commonly within 30 minutes. Teachers are responsible for reviewing student data to track performance and identify areas where individual students require further intervention. The BUSY School NZ emphasises the importance of a data-driven approach to student achievement, which supports real-time adjustments to teaching strategies, pedagogy, individual intervention strategies, and school operations to best engage students. Closely monitoring student attendance provides the opportunity for teaching staff and the school leadership team to implement support strategies for students who require additional assistance to attend school. To ensure students have the opportunity to succeed and achieve positive academic and employment outcomes, they must attend school. The BUSY School NZ will utilise attendance data to implement support strategies to ensure students attend and have the opportunity to succeed.

The governance and organisation structure of The BUSY School NZ consists of highly skilled and expert Board Directors, specialist leadership, education, employment and support teams, and systems and process to support student success. This, combined with the clear day-to-day operationalisation responsibilities of all staff, creates an environment where student achievement and attendance are supported, prioritised and achievable. The BUSY School NZ has intentionally implemented governance and operational strategies based on best practice approaches for at-risk and disengaged students. These strategies include trauma-informed teaching, Individual Learning Plans, Career Pathway Plans, a dual curriculum approach, and the removal of educational and engagement barriers wherever possible. These measures ensure that students remain engaged, are supported to attend school regularly, and achieve their

identified academic and career goals. Our comprehensive approach to governance and organisation is crucial for supporting the success of the school, and most importantly, meeting the needs and expectations of students, parents and whānau considering enrolling with The BUSY School NZ.

5. How the community consultation that we have undertaken has informed our decisions about our Charter School and where there is risk and support for our school.

As an emerging educational leader within the Auckland community, The BUSY School NZ recognises the critical role that community consultation and engagement will play in shaping the success of the school. The BUSY School NZ is aware of the educational, operational, and cultural differences between Australia and New Zealand. The most important aspect was the approach to the New Zealand educational landscape, opportunities, and stakeholders. The BUSY School NZ intentionally and strategically identified and engaged with a wide range of key stakeholders to better understand the New Zealand context. This was done to ensure that our model of end-to-end education for at-risk and disengaged youth could be modified to suit New Zealand, rather than simply being copied and applied.

Senior leaders from The BUSY School NZ have consulted with key stakeholders in Auckland, Wellington, and Christchurch in a well-structured effort to inform the best approach to Charter School establishment. The BUSY School NZ has received overwhelming support from various community sectors, all of which recognise the need for our unique educational model in New Zealand. Stakeholders commonly stated The BUSY School NZ model would fill an educational gap that is currently unavailable for students in New Zealand.

Consultation with key stakeholders has directly informed decision-making processes, helping to identify areas with the greatest level of need and access. This includes considering potential risks that may require management.

Below is a comprehensive breakdown of how each stakeholder group has contributed to shaping the vision and strategy for The BUSY School NZ.

National Education and Government Stakeholders

Engagement with key educational policymakers, government officials, and political figures in New Zealand was fundamental to understanding the broader political and educational framework. Discussions with representatives from the Ministry of Education, Charter Schools Agency, and relevant vocational education and training bodies assisted in aligning The BUSY School NZ model of end-to-end education with New Zealand's national education priorities, specifically the reintroduction of the Charter Schools model. This cohort of stakeholders has shown strong support for the establishment of The BUSY School NZ, considering the New Zealand Government's focus on alternative education pathways. The emphasis on educational choice for families has made this model particularly relevant. The integration of NCEA qualifications (1, 2, and 3) and vocational education and training, with a focus on employment, is seen as an innovative approach that addresses the growing need for diverse learning options that lead to employment for New Zealand students.

Consultation identified the primary risk from a government and policy perspective as future changes in educational policy that may remove Charter Schools. Evidence for this risk comes in the form of historic policy changes related to Charter Schools, which saw a change of government abolish the Charter School model. The initial 10-year contracts with two ten-year extension options help mitigate this risk.

Chambers of Commerce and potential industry partners

Senior leaders from The BUSY School NZ have engaged with the Wellington and Auckland Chambers of Commerce, as well as vocational education and training providers such as the Manukau Institute of Technology (MIT) and Unitec Institute of Technology. The purpose of these engagements was to discuss and assess the relevance of The BUSY School NZ's vocational focus and the effectiveness of this approach in meeting the needs of local businesses and the wider employment market. The discussions focused on feasibility, likely student outcomes and employment pathways, skills gaps, employment opportunities in the local area, workforce development needs, and how the school's end-to-end model of education could provide solutions to business needs.

The Auckland and Wellington Chambers of Commerce have expressed strong support for the BUSY School NZ model of education, which focuses on providing career opportunities for students after graduation. After consulting and engaging with The BUSY School NZ leaders, it was discovered that there is a growing demand for skilled labour in New Zealand, particularly in trades, engineering, and services sectors. This aligns well with the school's approach to the NCEA curriculum, vocational education and training, and work experience, as it combines academic learning with real-world, hands-on experience. The Chambers expressed their belief that employers would appreciate the school's ability to produce work-ready students who

have already gained practical experience before seeking employment. They were supportive and encouraging, stating that The BUSY School NZ model of education is necessary in New Zealand and provides a solution to bridge the gap between traditional academic pathways and the practical skills required to enter the workforce.

Not highlighted as a risk during consultation, but rather identified as an opportunity, is the continuing need to ensure an ongoing relationship is maintained with the Auckland Chamber of Commerce. This relationship is critical for the school to stay aware of changes in the economic landscape or trends affecting the employment market. It allows the school to maintain currency and knowledge of the employment environment it operates within, enabling reasonable adjustments to the curriculum. This ensures that students receive contemporary educational options and training that are best suited to an evolving employment market.

Since the establishment of the BUSY School in Queensland, Australia, industry relationships and partnerships have been prioritised and established for the sole purpose of supporting students in achieving academic, vocational, and employment goals. Industry partners provide mentorship, work experience opportunities, safety equipment, and employment pathways for students upon graduation. If given the opportunity to open The BUSY School NZ, building and maintaining positive and productive relationships and partnerships with local Auckland-based industry organisations will be key to the success of the school.

Local Iwi

Senior leaders from The BUSY School NZ respectfully engaged with Chief Executive Officers from Port Nicholson Block Settlement Trust, Taranaki Whānui ki Te Upoko o Te Ika based in Wellington, and Ngati Whatua based in Auckland.

Consultation with local Iwi in Auckland and Wellington was prioritised to ensure The BUSY School NZ's approach to Charter School establishment would be culturally appropriate, responsive, and inclusive. The focus of consultation was aligning the school's educational model with the educational, employment, and cultural needs of the local community.

The Chief Executive Officers from both Taranaki Whānui ki Te Upoko o Te Ika and Māori and Ngati Whatua were supportive of The BUSY School NZ's educational model. The school's commitment to cultural inclusivity and the provision of a dedicated Cultural Liaison Officer have been key to securing this support. The BUSY School NZ model of end-to-end education is seen by the Iwi as addressing a critical need in New Zealand, where disengagement is disproportionately high among Māori and Pasifika youth. The cultural safety emphasis embedded within the school's philosophy offers a much-needed alternative for students from these communities, particularly those in the Auckland area, who have not thrived in mainstream education.

The risk of the school failing to consistently meet the cultural expectations of these communities was identified. There is a risk that if engagement with Iwi is not sustained, or if the school does not continue to adapt to cultural needs, it could lose the trust of these communities. To mitigate this, ongoing dialogue with Māori and Pasifika leaders and whānau will be essential, maintained and prioritised.

Vocational pathway providers

Engagement with vocational pathway providers, including Service Academies and Tertiary Institutions, is crucial for The BUSY School NZ's dual curriculum approach. The school aims to explore future partnerships to collaborate and offer vocational pathways for students that lead directly to employment or further education opportunities upon graduation.

Vocational pathway providers have shown great support for the school's model, especially the focus on NCEA qualifications and vocational education and training linked to employment outcomes. It is important for The BUSY School NZ to continue building and fostering collaborative partnerships with vocational providers to mitigate any risks. By establishing these partnerships, the school can provide students with practical and theoretical training in sectors such as trades, engineering, hospitality, and other areas of interest, while also completing academic studies on site.

These partnerships will also allow the school to align its curriculum offerings with the evolving demands of the local Auckland job market. To manage these relationships proactively, specialist staff on site, including the Curriculum Coordinator, Employment Pathways Officers, and the Principal, will regularly engage with and meet vocational pathway providers to explore opportunities for student success. Regular review of the vocational curriculum and ongoing collaboration with industry stakeholders, employers, and the local community will be necessary to ensure the courses remain relevant, capitalise on emerging opportunities, and best prepare students for academic and employment success.

Parents, Whānau, and Internal School Community - Opportunity

If the BUSY School NZ is approved to open as a Charter School, an opportunity will be created to engage extensively with parents, whānau, and students who are considering enrolling in the school. In addition to conversations during the enrolment process, regular forums will be held at the Charter School to engage parents, whānau, and students, build relationships and trust, and gather informed insights into the challenges faced by at-risk and disengaged youth. Forums will be held to better understand expectations and determine the best approach to supporting the student cohort in re-engaging with learning. Genuinely engaging with the school community, listening and understanding the concerns of parents, whānau, and students themselves, is essential for the success of the school.

The BUSY School NZ prioritises relationships and connections with parents, whānau, and students. This is critical for delivering on the commitment to support at-risk and disengaged students in achieving academic, wellbeing, and employment success. The BUSY School NZ understands that parents, and whānau want to see clear and articulated outcomes for their children, specifically NCEA achievement, ongoing study pathways, and future employment opportunities upon graduation. The school's leadership will ensure frequent, regular, and transparent communication with parents, whānau, and students regarding progress, success, and challenges to demonstrate trustworthiness and honesty as the Charter School grows and develops.

Conclusion: High Levels of Support for The BUSY School NZ

Senior leaders from The BUSY School NZ have prioritised key stakeholder engagement activities that align with the Charter School application process. Key stakeholder consultation and engagement have proven to be highly successful and have provided a comprehensive and solid foundation of evidence for the development of The BUSY School NZ.

The BUSY School NZ has enjoyed overwhelming support from government officials, national vocational education and training providers, service academies, industry representatives, chambers of commerce, Iwi, and employment services. Representatives from each of these groups recognises the need for the BUSY model of end-to-end education, which provides a solution for at-risk and disengaged youth, particularly in New Zealand, where traditional schooling does not meet the needs of all students.

The BUSY School NZ acknowledges that entering a new international educational environment will present levels of continuing risk. However, these risks can be mitigated through continuous monitoring, planning, stakeholder engagement, regular and transparent communication, flexible program design and delivery, and maintaining a student-centred approach.

The BUSY School NZ is uniquely positioned to meet the demands of a new and evolving New Zealand educational landscape, providing meaningful, long-term end-to-end solutions for at-risk and disengaged youth in New Zealand.

Attachment reference: Engagement Tracker NZ Charter School.xlsx

Part Two. Contribution to the wider school network

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

Questions 6-8

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

6. How BUSY School NZ will positively impact our students and the wider school network/education sector

The BUSY School NZ will positively impact both students and the wider school network and education sector through a student-centred, multifaceted educational approach focused on supporting at-risk and disengaged youth achieve academic, social, and employment success.

Below is a more detailed breakdown of these impacts:

Supporting At-Risk and Disengaged Students

The BUSY School NZ is designed specifically to re-engage students who have either disengaged or are at risk of disengaging from mainstream education. By providing a supportive, trauma-informed educational environment, the school will provide a foundation of belonging, including purposeful and relevant curriculum for students who may have had prior negative educational experiences. Key elements of our approach include:

- **Trauma-Informed Practices:** These practices are embedded into all aspects of school operations, including pedagogy, infrastructure, and staff training. The goal is to create a supportive and emotionally safe learning environment where students feel understood and are better able to engage with their education.
- **Small Class Sizes and High Staff-to-Student Ratios:** With a staff-to-student ratio of approximately 1:16, the school ensures individualised attention. This approach allows for the building of strong, trusting relationships between students and teachers, leading to better engagement, attendance, and overall academic achievement.
- **Provision of Resources and Support:** The BUSY School NZ removes barriers to engagement by providing resources such as laptops, uniforms, and food. This support is especially beneficial for students from disadvantaged backgrounds who may struggle with basic needs, enabling them to focus on their education.

Enhanced Academic Achievement and Attendance

The BUSY School NZ will offer a unique dual curriculum model tailored to meet individual career goals. Our approach ensures that students can achieve National Certificate of Educational Achievement (NCEA) Levels 1, 2, and 3 while also gaining vocational qualifications that are directly relevant to the job market.

- **Curriculum Design:** The integration of academic subjects with vocational education and real-world work experience is critical in maintaining student engagement. The curriculum has been specifically developed to include core skills such as literacy, numeracy, and digital readiness, helping students improve these skills in preparation for employment upon graduation.
- **Workplace Readiness Program:** Our purpose built program prepares students for employment by focusing on key skills such as workplace safety, communication, and understanding industry-specific qualifications.

- Individualised Learning Plans (ILPs): Each student works with teachers, support staff, parents and whānau to create an ILP. ILPs focus on academic, vocational, and personal goals. Our individualised approach to student support helps track and support student progress, making it more likely that students will stay engaged and meet their academic and career goals.

Creation of Employment Pathways

A significant component of The BUSY School NZ's value proposition is its strong focus on employment outcomes, which is achieved through partnerships with local industries, tertiary providers, and vocational institutions.

- Vocational Education and Training (VET): By offering nationally recognised VET options alongside academic qualifications, the school prepares students for direct entry into the workforce or further training upon graduation. Partnerships with local businesses and tertiary institutions enable students to gain hands-on experience in their chosen career fields through work placements.
- Career and Pathway Planning: The school's Employment Pathways Officers work closely with students and whānau to create individualised Career Pathway Plans (CPPs). These plans map out a clear route from education to employment, ensuring students can transition smoothly from school to work or further education upon graduation.

Impact on the Wider School Network and Education Sector

The BUSY School NZ's end-to-end model of education offers a unique alternative to mainstream options for students who are at-risk or have disengaged from education. The BUSY School mode has the potential to influence the broader New Zealand education sector in the following ways:

- Alternative Educational Models: The BUSY School NZ serves as a case study in how a dual academic and vocational curriculum can be used to re-engage students. The BUSY School NZ will support academic and employment needs and re-engage students, which may form a new template for how other Charter Schools may cater to disengaged youth, especially in urban areas like Auckland.
- Promotion of Inclusive Practices: By embedding culturally responsive practices such as mātauranga Māori and Pacific values into its curriculum, The BUSY School NZ not only supports Māori and Pasifika students but also promotes the values of equity and inclusion across the education system. This focus on cultural safety could inspire other schools to adopt similar approaches, leading to a more inclusive and culturally aware education sector.

Cultural Inclusivity and Engagement

The BUSY School NZ recognises many of its students will likely come from Māori and Pasifika backgrounds and has tailored its educational approach to reflect the cultural needs of these communities.

- Cultural Liaison Officer: The BUSY School NZ will prioritise the employment of a Cultural Liaison Officer (CLO) to ensure that the curriculum is culturally relevant and that Māori and Pasifika students feel supported. This role also involves engaging with the wider Auckland cultural community to foster partnerships and build trust with families and whānau.
- Engagement with Local Iwi: Leaders from The BUSY School NZ have already consulted with local Auckland Iwi, Ngāti Whātua, to ensure that our educational approach aligns with the cultural expectations of Māori communities. This consultation will help the school build strong ties with the local community and support Māori students in achieving educational success.

Positive Impact on Student Well-Being

The BUSY School NZ places a strong emphasis on student well-being, understanding that many of its students face significant social and emotional challenges, including homelessness and mental health issues.

- **Youth Workers and Health Practitioners:** The school provides access to on-site support through Youth Workers and contracted health professionals, such as psychologists and counsellors. This type of support provides students with access to the mental health and well-being services should they need these services.
- **Safe and Supportive Environment:** The school's focus on creating a safe and supportive learning environment helps to rebuild students' confidence in education. This environment, coupled with high levels of support, allows students to develop resilience and self-esteem, equipping them for future success in both education and life.

Contribution to a More Inclusive and Equitable Society

The BUSY School NZ is inclusive, promotes respect, and is committed to re-engaging students in education. At a high level, the BUSY School NZ has the potential to influence the broader New Zealand society in the following ways:

- **Encouraging Social Equity:** The BUSY School NZ commitment to providing educational opportunities for disengaged and at-risk youth contributes to the creation of a more equitable society. The school will provide support to students who would have ordinarily fallen through the cracks of the traditional mainstream system. The BUSY School NZ plays a critical role in breaking cycles of disadvantage and promoting social mobility.
- **Preparing Students for Life in Society:** Students graduating from The BUSY School NZ will be academically and vocationally qualified, and also prepared with practical life skills and hands-on experience enabling success within the wider community. The school's holistic approach ensures that students are prepared to be active and contributing members of society.

Parent and Whānau Involvement

The BUSY School NZ emphasises the importance of strong relationships with parents and whānau, recognising their crucial role in supporting student success. Regular forums, transparent communication, and the inclusion of parents and whānau in decision-making processes will ensure that the school remains responsive to the needs of its students and their families. This strong community engagement builds trust and strengthens the school's ability to meet its educational and social objectives.

Conclusion

The BUSY School NZ offers a new, transformative model of end-to-end education that benefits students, parents, whānau and the wider society as a whole. The school will provide a comprehensive, culturally responsive, and supportive learning environment to support academic, vocational, and personal success of disengaged youth in Auckland.

The BUSY School provides an educational environment that ensures students are prepared for success in education, employment and life beyond school. Our approach contributes to the achievement of a more inclusive, equitable, and socially engaged society. Our unique model of end-to-end education may inspire change across the New Zealand education system, offering a new model and pathway to success for students who are not thriving in traditional settings.

7. How The BUSY School NZ will prepare students for life in the wider society

The BUSY School NZ will best prepare students for a successful, meaningful and positive life within the wider New Zealand society by offering a comprehensive educational approach that goes beyond academic learning, focusing on the overall individual improvement of personal, social and emotional development. Supporting our approach is research and evidence produced by the Education Review Office who have released a research paper titled: An Alternative Education? Support for our most disengaged young people. This paper has identified six components that are required to deliver a quality education provision:

- Positive, nurturing relationships and environments
- collaboration for effective transitions and pathways

- effective leadership and ongoing improvement
- workforce capacity and capability
- culturally responsive practice
- agencies working together

This section, including other sections of this application, highlights alignment between the BUSY model of end-to-end education, and the research released by the Education Review Office.

The BUSY School NZ will achieve this in the following ways:

Individualised Pathways for Academic and Vocational Success

The BUSY School NZ will offer a unique dual curriculum approach that combines traditional academic subjects with vocational education and training (VET). Our curriculum has been developed to be relevant, purposeful and in response to educational requirements and industry needs.

- **NCEA and Vocational Pathways:** Students will be provided the opportunity to work towards the achievement of NCEA Levels 1, 2, and 3 while also gaining vocational qualifications directly linked to local employment and industry needs. This curriculum combination ensures students are well-prepared for various career paths that may change over time, or further education and training upon graduation.
- **Work Experience and Employment Pathways:** The school provides real-world work experience opportunities through partnerships with local businesses and industry. This gives students hands-on experience and helps them build professional skills, preparing them to meet the expectations of future employers.

Development of Life Skills

In addition to academic and vocational training, The BUSY School NZ emphasises the importance of life skills required to effectively and positively contribute to society. Our Work Readiness Program teaches life skills required to gain and maintain employment, and all BUSY staff role model the appropriate behaviour expected of the wider community.

Focus on Personal and Social Development

The BUSY School NZ supports students to reflect upon, and further develop emotional intelligence, self-awareness, and resilience. This is achieved through the assistance of mental health professionals and a flexible timetable allowing counsellors and psychologists to engage with students as required, including:

- **Trauma-Informed Educational Practices:** Commonly, at-risk and disengaged students come from challenging backgrounds. The school's trauma-informed educational approach assists students to develop coping mechanisms, feel supported and listened to, and emotional resilience, supporting increasing capability to overcome challenges and maintain educational engagement.
- **Social and Emotional Support:** The school offers mental health and wellbeing support mechanisms including access to on-site Youth Workers, and the ability to book appointments with mental health professionals. Our holistic, student-centred approach to social and emotional support enables students to overcome personal barriers, re-engage with education and contribute positively to their community.

Cultural Awareness and Inclusivity

Cultural respect and understanding are core components of The BUSY School NZ's model of education. The BUSY School NZ will embed mātauranga Māori and Pasifika values into the curriculum and all school operations, supporting students to develop a strong sense of cultural identity, celebrate cultural significance and community responsibility.

Building Independence and Responsibility

The BUSY School NZ will guide and support students to take increased responsibility for their own learning and future pathway to academic and employment success. Through the creation of Individual Learning Plans (ILPs) and Career Pathway Plans (CPPs), students are empowered, with the support of specialist staff, parents and whānau, to set their own goals and work towards personal, academic, and career objectives. All aspects focus on choice, purpose and relevance, this is the pathway to increased student buy-in and engagement.

- Student Agency in Learning: Students are encouraged and supported to increase responsibility over their learning, encouraging self-management and accountability. Promoting independence prepares students to make informed decisions about their future educational and career objectives.

Connection to the Community

The BUSY School NZ will actively engage and connect with students, parents, whānau and the wider Auckland community through work placements, community service, and involvement with local employers and industry groups.

- Community Engagement: The school will partner with local industries, businesses, and Iwi, offering students opportunities to connect with potential employers and mentors. Our community-focused approach ensures students are prepared for work, and they also understand the importance of their role as active, contributing members of society.
- Guest Speakers and Mentoring: The BUSY School NZ will invite guest speakers, influential members of the community, to engage with students and share stories about their own journey, challenges and successes to broadening students' understanding of the opportunities available to them after graduation.

Holistic Support for a Successful Transition

The BUSY School NZ will provide a supportive and nurturing environment that helps students transition smoothly from school to the wider world.

- Ongoing Mentoring and Guidance: Continually, throughout their time at The BUSY School NZ, students will receive mentoring and career guidance from our specialist staff. This support extends beyond graduation, helping students navigate the challenges of early adulthood and their entry into the workforce or higher education should they wish to remain connected to the school.

Conclusion

The BUSY School NZ prepares its students for life in wider society by equipping them with a combination of academic qualifications, vocational skills, life skills, cultural awareness, and emotional resilience. Through its individualised support, work-based learning opportunities, and commitment to personal and social development, the school ensures that its students are ready to thrive in their communities, workplaces, and further educational settings.

Attachment reference: An Alternative Education – Support for our most disengaged young people.

8. Why parents and whānau would choose The BUSY School NZ?

Parents and whānau will choose The BUSY School NZ over traditional mainstream options for a variety of reasons. Firstly, The BUSY School NZ offers an appealing alternative to mainstream education, with a focus on academic, employment and wellbeing outcomes. Our focus on these three key elements is designed to prepare students for a successful life upon graduation, equipping them with the necessary skills to enter the workforce and contribute positively to the wider society.

We place a significant emphasis on cultivating and maintaining strong relationships and connections with students, parents and whānau. This is a critical factor in providing the necessary support to students who are at-risk or disengaged from education, helping them to achieve success in their academic pursuits, their overall wellbeing and future employment prospects. The school is committed to ensuring frequent, regular, and transparent communication with students, parents and whānau. This commitment to open communication demonstrates the school's trustworthiness and honesty, values that are particularly important as the Charter School continues to grow and develop. Our approach is designed to foster a sense of

community and mutual respect, which is vital in creating a supportive learning environment for all students. This approach will appeal to parents and whānau.

The BUSY School NZ will be a unique educational institution offering a holistic and student-centred approach to success, this will encourage parents and whānau to choose our Charter School for their child or young person. The BUSY School NZ will provide students with the opportunity to participate in hands-on practical training, providing students the opportunity to apply their knowledge in real-world situations. This is complemented by hands-on work experience, where students can gain valuable insights into the working world. These opportunities are often sought by parents and whānau as alternative learning pathways for their young person/s. The BUSY School NZ also prides itself on offering a supportive and safe learning environment. This is achieved through smaller class when compared to mainstream schools. which allows for more personalised student attention.

Our Charter School will foster a strong sense of belonging to an education community: one that supports each individual student, empowers them, and reignites a passion for education. The BUSY School NZ is committed to setting students on the pathway for future success. The Charter School's dedication extends to preparing students for life in the wider society, achieved by offering a comprehensive and supportive educational program. The BUSY School NZ acknowledges the diverse backgrounds of its students and respects their individuality. It also establishes a robust foundation of communication and support for all students, their parents and whānau. We believe in creating a nurturing environment where every student, parent and member of whānau feels valued and supported. This will encourage parents and whānau to enrol their young person in The BUSY School NZ.

The BUSY School NZ has a strong, transparent, and comprehensive governance and leadership structure, which is geared towards the successful implementation of the value proposition, attracting prospective students, parents, and whānau to consider enrolment options. The Charter School will be managed, led, and operated with the sole purpose of supporting student success. We strongly believe in the importance of parent and whānau involvement in the school community. Parents and whānau will be encouraged to participate in school activities and decision-making processes. This comprehensive approach to governance and organisation is crucial for supporting the success of our Charter School, and most importantly, meeting the needs and expectations of students, parents and whānau considering enrolling with The BUSY School NZ. This structure, along with its innovative educational model and emphasis on holistic well-being, offer a compelling value proposition for students, parents and whānau.

We will develop and nurture a strong culture of continuous improvement, regularly reviewing our Charter School performance and seeking feedback from students, parents, whānau and staff to identify areas where it can improve, these are elements of our approach which will encourage parents and whānau to select our Charter School.

The BUSY School NZ, with its commitment to student success, provides a proven educational approach specifically designed to address the unique needs of each individual. This approach is not short-term focussed, but rather a comprehensive educational solution that encompasses a wide range of strategies and resources to ensure every student's academic growth and personal development will endure.

The quotes below are examples of statements made by Australian parents and families who have enrolled their children and young people into The BUSY School. These examples are applicable to the New Zealand context and provide confidence in the model and expected parent / whānau feedback:

"This school was the best thing that has happened to my son, he received amazing support and opportunities throughout this year and has enjoyed going to school every day."

"This school saved my child's education."

"Your school has potentially saved my child's future. It has opened doors and created stepping stones they otherwise wouldn't have had. Thank you from the bottom of our hearts."

"Your school has been amazing for my child. Turned from an "E" student to a "B" student. He now has an apprenticeship and is well on his way into adult hood. I could not recommend this school highly enough. Thank you."

"The flexibility to attend less days allowing students to also focus on their own individual employment pathways and other needs is fantastic. My child has gone ahead in leaps and bounds since joining the school - academically, in work and socially."

Attachment reference: The BUSY School 2022 Survey Summary

Part Three. Operational fitness

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

Questions 9-10: Readiness to open

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

9. The BUSY School NZ's demonstrable readiness to open for Term One 2025

The BUSY School NZ is fully prepared to open in Term One 2025.

The BUSY School NZ has applied a proven project management approach to operational readiness with a dedicated team of education Project Managers managing each aspect required to open the school. The use of project management software in place to track progress, risks, issues, dependencies and overall project performance. Key areas of focus include, but are not limited to: Staffing, finance, curriculum development, workplace health and safety and infrastructure requirements.

9a – Staffing and payroll solution

The BUSY School NZ is committed to providing a high-quality education for students in the local Auckland community. This section outlines our comprehensive staffing plan and payroll solution, ensuring we are fully prepared to open and welcome students from Term 1, 2025.

Staffing Requirements

To ensure a successful launch and ongoing operations, The BUSY School NZ human resources and recruitment team will recruit the following positions:

- Leadership Team:
 - Principal
 - Administration Officer
 - Curriculum Coordinator

- Teaching Staff:
 - Teachers (3)
- Student Support Services:
 - Youth Worker
 - Employment Pathways Officer
 - Cultural Liaison Officer

Supporting this application, we have provided detailed, draft position descriptions which outline the purpose of each role, required skills, knowledge, experience and qualifications required for success.

Recruitment Strategy

A comprehensive recruitment strategy has been developed to attract qualified staff who are dedicated to our model of education. We provided initial information about our recruitment strategy in Stage 1 of this process and have provided further information below.

Upon receiving approval to operate as a Charter School, The BUSY School NZ will initiate the following recruitment steps:

1. Expression of Interest (EOI): We will post an EOI on The BUSY School NZ Website, School Jobs New Zealand website, LinkedIn New Zealand, and Randstad to gauge initial interest from potential staff members.
2. Official Job Listings:
 - Ministry of Education Website: Once approved, we will list all open positions on the Ministry of Education's Education Gazette website (Vacancies – Education Gazette).
 - Education Recruitment Agencies: We will partner with established education recruitment agencies like Prospero Teaching, Oasis Education (Better Teachers NZ), and Ep.education to reach a wider pool of qualified candidates.
3. Online Job Boards: We will also utilise Seek.com.au and Seek.co.nz to broaden our reach and attract diverse talent.

Recruitment of the Foundation Principal will be prioritised to allow this person to be actively involved in the recruitment process of all initial positions. The Principal's involvement in the recruitment and selection process is essential to ensure the initial team selected embody our values and can realise our vision and goals for the students and our Charter School.

Onboarding

All new staff at The BUSY School NZ will participate in a comprehensive induction process encompassing training in:

- Policies and Procedures
- Child Safety Management and Reporting
- Health and Safety, including Critical Incident Management Procedures
- SharePoint/Folio utilisation for incident reporting, risk assessments, facilities/maintenance requests, and purchasing
- Student Management System and internal systems like Payroll, ELMO staff training platform

- Personal, Student, and Classroom IT Hardware
- Student Supervision and External Activity Processes
- Communication and Complaints Handling Procedures

Scalability

The initial staffing plan provides the foundation for our Charter School to effectively support our students, from the very first day at The BUSY School NZ, through to graduation. The plan establishes a platform for growth, enabling us to strategically increase staff numbers to maintain a high staff-to-student ratio and ensure the best possible learning environment.

As the Charter School grows, the engagement of Learning Support Teachers, Teacher Aides, Engagement Officers, Work Readiness Officers, and Assistant Principal will enhance our resources and offer additional support to the existing team and student cohort. The Staff and Student forecast identifies trigger points to hire additional staff members and is monitored against enrolment data to enable forward planning and budgeting for future recruitment processes.

Payroll Solution

The BUSY School NZ finance and payroll team have undertaken a research, sourcing and selection process to partner with a reputable local service provider. To ensure a seamless transition into payroll management, we have proactively sought proposals from highly regarded local payroll service providers, including Peninsula, Key Link and Ezypay. We also explored the possibility of utilising our existing payroll software Aurion, which currently services our Australian payroll. These providers have demonstrated the expertise necessary to effectively manage our payroll operations and adhere to our supply chain principles. A final recommendation report has been provided to The BUSY School NZ management team and The BUSY Group executive team. Upon the successful approval of our Charter School application, we will be ready to promptly engage our preferred payroll provider, guaranteeing a smooth onboarding process for our staff.

Using New Zealand organisations in our supply chain provides security for The BUSY School NZ in relation to access, delivery and compliance with local laws, including New Zealand's Fair Work Practices, relevant legislation, and employer responsibilities such as ACC. Local content analysis is a key criterion in the evaluation of procurement procedures related to the supply of goods and services in activities of the Charter School.

Across The BUSY Group, including The BUSY School NZ, the establishment of performance criteria against which organisations are to demonstrate their capability is key to our pre-qualification process. These performance measurements and criteria allow us to understand the level of capability each organisation or provider has in ensuring that all standards are met and that the best value for money is achieved. This includes:

- Financial and commercial viability.
- Technical knowledge and qualifications.
- Quality assurance processes, procedures and accreditations.
- Resources and the ability to deliver to the exact requirements of size and scope of the proposed goods or services deliverables.
- Local content analysis.

This local approach will guarantee timely payroll processing, accommodating local public holidays, and avoiding potential delays often associated with international transactions. Furthermore, it will streamline HR administration tasks for both The BUSY School NZ and its staff, including leave entitlements, Kiwisaver contributions, and other third-party payments like PAYE. By engaging a specialised local payroll provider, we can confidently anticipate, proactive management and implement a swift resolution for any initial challenges. This will minimise disruptions to our staff and operations during our early stages, allowing us to maintain our focus on our students and core educational objectives.

9b - Finance

A large organisational Enterprise Resource Planning (ERP) system with a framework that comprises several operational systems with connectivity is currently in operation within The BUSY School Australia. The core ERP system is Oracle Netsuite, with a One World license to enable the purchase of additional countries and currencies. With the core functionality of Netsuite already established and operational, contact has been made with our Support Partners Fusion 5 to obtain a quote and estimate of time to rollout the functionality to cover New Zealand. Advice has been received that less than week is required to enable this functionality and that upon successful contract outcome, this work request will be approved to engage our service partner. The core modules covered within NetSuite cover accounts payable, accounts receivable, general ledger, banking, payments and reporting covering Profit and Loss and Balance Sheet. In addition to the functionality within Netsuite, additional information can be uploaded from other system, either via a CSV import or automated designed interfaces and this will cover such systems as payroll. This allows for a complete record of financial transactions for the Charter School entity.

In relation to the operational mechanisms, the following has already been established with New Zealand, under the name of The Busy School New Zealand.

- The legal entity
- GST registration, with the first return already lodged
- A bank account in the name of The Busy School NZ with ABS New Zealand is currently in the process of being opened
- Charity application for taxation exempt status has been lodged, with an anticipated outcome date of 1st December 2024

Professional advisory firms have been engaged to provide relevant and specific advice to ensure compliance with various New Zealand laws and regulations. The advisors are Grant Thornton New Zealand for accountancy and taxation services and Parry Field Lawyers for legal services.

Additional reporting and budgeting functionality is available via WorkDay Adaptive Planning, which is an Enterprise Planning Software currently available to The Busy School Australia. An automatic feed of the data contained within NetSuite updates daily into Adaptive. This system allows for much more detailed reporting, which is customisable to various audiences. Reports that will be generated from WorkDay cover detailed monthly reporting, which tracks and monitors income and expenditure enabling drill down to the transactional level. It also includes reporting of actuals against budget, financial statutory accounts, scenario analysis and budget planning. WorkDay Adaptive is a plug-in module to Netsuite and can be implemented when data from the Charter School is available. The reporting will be designed in consultation with the Principal and relevant Boards.

9c - Curriculum

All students at The BUSY School NZ will work collaboratively with teachers, support staff and their whānau to develop an Individualised Learning Plan and future employment pathway. This is in alignment with The BUSY School NZ's vision and mission. To facilitate this, a curriculum has been created that provides teachers and students with a range of options to ensure students meet the requirements of the National Certificate of Educational Achievement (NCEA).

Students at The BUSY School NZ will complete two senior subjects developed from the New Zealand Qualifications Authority (NZQA) Framework. These subjects will be relevant to the students' identified pathway. Students will also complete a vocational pathways course covering vocational education and training Unit Standards. Additional vocational training will be offered through work placements and in collaboration with Trades Academies and other tertiary providers as an elective based on students' needs and interests.

Teaching and learning at The BUSY School NZ will be rigorous and evidence-based, providing students with the highest quality educational experience. Foundation skills will be a primary focus of the curriculum, with both integrated and explicit teaching of the literacy and numeracy skills required for student achievement of the co-requisite NCEA assessment standards. Students will lead their own learning under the guidance of teachers and take growing responsibility for their learning and progress. Teachers will be learning advisors and will engage deeply with students' strengths and interests to support both their well-being and learning success.

The curriculum will provide relevant and meaningful learning experiences to support student engagement and motivation. The Key Values and Key Competencies from the New Zealand Curriculum will be addressed within The BUSY School NZ curriculum helping students become positive and active participants in their community. Inclusive practices in teaching and

learning will help support all students to achieve success. Te Tiriti-o-Waitangi will help frame our thinking and support students in connecting with culture and identity. Planning for the inclusion of mātauranga Māori and Pacific values within the curriculum will help support all learners and reduce barriers to their success.

The BUSY School NZ vision and mission aligns with the Ministry of Education's Statement of National Education and Learning Priorities (NELP), and our curriculum supports the implementation of these across our Charter School. This can be seen in the attached 'Curriculum Overview' booklet.

Quality assurance will be key to the successful implementation of this curriculum and the Charter School will use a range of processes to ensure quality and consistency. The BUSY School NZ will undertake formal moderation and assessment practices in accordance with NCEA and NZQA guidelines. Programs of learning will be regularly reviewed; teachers will engage in a professional learning cycle and students and whānau will be provided with clear documentation regarding assessment and achievement. Student tracking, learning area audits, and end-of-year formal reviews, supplemented with student and whānau feedback, will support a cycle of continual improvement in the curriculum.

The BUSY School NZ will provide each student with an individualised pathway and curriculum that will support them in engaging with their learning journey and building a pathway to success.

Outlined below is a more detailed breakdown of The BUSY School NZ Curriculum and reference to the supporting documentation attached.

NCEA Level 1

Beginning with the students, The Busy School NZ Curriculum at NCEA Level 1 focuses on the core subjects of English and Mathematics, while allowing students to choose other subject areas. In addition, compulsory key skills are taught through a program of 'vocational pathways'. These key skills focus on work readiness and cover working together, workplace literacy, financial capability, interview and communication skills, and prepare students for success in the workplace.

In addition to the subject content, literacy and numeracy are integrated into each area, with an emphasis on students gaining confidence and ability to achieve the te reo matatini me te pāngarau, literacy and numeracy co-requisite. Digital capability, familiarity, and proficiency will support students in overcoming barriers and achieving success.

Needs analysis and a focus on differentiated teaching to meet students needs will be supported through e-asTTle assessment and the use of key documents such as the literacy progressions and Effective Literacy Practices documents. These resources identify strengths and gaps in achievement, outline fundamental skill development, and help teachers target strategies to meet the identified needs of students.

Following Charter School teaching, students are supported through career advice, guidance counselling, and mentoring to identify pathways and choose supplementary tertiary pathways. The local tertiary training providers will be utilised to support student specialisation and begin the development of fundamental skills in their chosen pathway.

Work experience will make one final element of the week where students are able to participate in experiences relevant to their pathway. Our support continues in this area with work brokerage and pastoral support, ensuring students are implementing skills learned and both industry partners and students are having positive and successful experiences with their workplace.

The BUSY School NZ has a minimum expectation of students achieving NCEA Level 2 and finding an appropriate pathway. In NCEA Level 1, the focus will be on literacy and numeracy co-requisite attainment, plus the foundation skills needed to achieve success at NCEA Level 2.

An example of student information, subject choice information, timetable, and credit potential are detailed in the attached 'Student Subject Information Booklet'

NCEA Level 2

Many students will attend The BUSY School NZ and not have experienced success in education. This means that a key element of instruction is learning how to learn and achieving success and confidence over the year. NCEA Level 2 will build on the skills in NCEA Level 1 and also focus on core curriculum with core 'Vocational pathway' choices to enable a successful transition to the workplace and future learning.

Internal standards with explicit teaching and careful focus on fundamental skills, including literacy and numeracy, will continue throughout the year.

Students will be supported with career guidance and pastoral support to make choices that will build their pathway to meet identified career or training goals.

Vocational study will continue to build skills for future pathway planning, career identification, and effective management of workplace requirements. Students will be introduced to industry professionals and local providers to showcase local opportunities and regional skill needs. Mentoring and planning will help support students in linking learning to opportunities.

Tertiary pathways will remain an option for building skills relevant to vocational and industry specific fields. For students continuing with The BUSY School NZ, a second opportunity to try another trade or enhance skills in their existing skill set will be available if desired.

Workplace learning will continue, with some students seeking employment, further training such as apprenticeship opportunities, or upskilling in this field. Coaching, mentoring, and close liaison with the workplace, students and training providers will ensure a progressive pathway towards successful outcomes.

Graduating with a pathway to work or tertiary study is a minimum standard for our key objectives. The BUSY School NZ expects all students to achieve a minimum of NCEA Level 2 and have a pathway for their next steps prior to graduation.

An example of core and vocational curriculum, tertiary pathway options, and literacy and numeracy explicit teaching embedded into subjects can be seen in the attached documentation.

NCEA Level 3

The BUSY School NZ NCEA Level 3 course offers two pathways. The first is a university path that covers NCEA Level 3 Achievement Standards and university entrance subjects. This enables students to study courses that will lead to their chosen tertiary study options.

A second course is available for students who want to remain at the Charter School and study NCEA Level 3 with a view to entering the workplace.

This vocational pathway course is split into two core vocational classes that cover communication skills and financial capability. In addition to the core vocational subjects, literacy and numeracy preparation will be included if required for students to achieve the co-requisite.

Work experience or tertiary study will be available for students as they seek higher Level 3 qualifications. Partnership with local tertiary providers will enable the use of the 3+2 tertiary study option where students will be able to study New Zealand Certificate Level 3 or 4 qualifications in their chosen field.

Continued coaching, academic mentoring, and career guidance will remain a large part of the supports that enable success for our students throughout NCEA Level 3 study.

Parents and Whānau

The community and The BUSY School NZ have a strong relationship with parents, and whānau, which is crucial for the ongoing success of the students. The curriculum has been designed to be inclusive of students' needs, cultures, and backgrounds. The teaching staff understand the importance of clear communication with parents and whānau and the support networks associated with the students.

Effective communication is essential in understanding aspirations, working together to support outcomes, and clarifying pathways to promote success. Reporting is done using plain, and easy-to-understand language. Progress and next steps are clearly outlined to provide positive and proactive feedback for learning and achievement.

There is a focus on encouraging Māori and Pacific whānau to have a voice and engage in ongoing dialogue regarding Charter School direction, student success, mātauranga, and vaka (from the Pacific Values Framework) – all part of the shared journey to build a community-focused space.

Examples of Learning Area Schemes that outline teaching and learning at The BUSY School NZ, inclusion of mātauranga and Pacific Values into learning experiences can be seen in the attached documentation.

Wider community

Educational partnerships will be formed with tertiary providers and local industry. The BUSY School NZ works to forge strong links to the community and, through these links, provide opportunities for students to explore pathways and make informed decisions. The structure of the timetable allows time for learning at a higher level and also experiencing work firsthand. Students are supported through these endeavours, and close communication is maintained to ensure satisfaction, progress, achievement and that we are meeting the needs of the parties involved.

Teaching and learning programs have been developed that enhance communication skills, explore pathway options, build confidence and capability, and promote an understanding of being an employee and the career choices available. Guest speakers are a regular part of the program that will cover key regional skills needs, human resources, banking, finance and tertiary training/apprenticeship options. Students develop a connected network of employment and training options and are able to hear about the opportunities and pathways firsthand from local employers.

Teaching and learning

Everyone at The BUSY School NZ has a focus on students' needs and building positive, respectful, and productive relationships. The curriculum and delivery have been designed to maximise engagement, allow choice, and fit pathway aspirations, as well as enhance educational achievements. Coaching, mentoring, career guidance, psychological support, and quality communication all work together to build success, enable informed decision making, and put the student in charge of their own pathway.

The BUSY School NZ aligns with the National Education and Learning Priorities, with teaching and learning linking directly to the outlined objectives and priorities. Foundation skills are essential and a focus on understanding student needs, building capability, and improving foundation skills, particularly literacy and numeracy, are key elements of daily curriculum instruction.

All students, at all levels, need to achieve high levels of competency in the areas of oracy, literacy, and numeracy. Building literacy and numeracy into our program will ensure competence, confidence and help students achieve the co-requisite assessment.

Through the curriculum, students develop 'future thinking and learning competencies' in order to become innovative, creative and reflective students who take growing responsibility for their own learning. Teachers will engage students in learning experiences that challenge them to achieve personal excellence.

Relevant and meaningful learning experiences are designed where students will be engaged and motivated to succeed. Learning is connected to the real world, and students are increasingly involved in the co-construction of learning experiences. Environments reflect our values, vision, and celebrate learning. Teachers will develop learning environments that are emotionally and physically safe. A secure learning environment based on routines will allow students to work independently, inform students of expectations and celebrate their thinking and creativity

Considering the success of Māori students and what this looks like is paramount to providing relevant, culturally appropriate, and pathway-focussed outcomes for students. The focus will be to maintain the integrity of mātauranga Māori through planned and conscious actions and deliberate acts of teaching that include te reo and tikanga where possible. Identity, culture, and Te Ao Māori will help shape our pedagogy and foster a learning culture grounded in respect, equity, and inclusion. Community inclusion is important at this level, and regular input from the community will be sought.

Te Tiriti-o-Waitangi, the Pacific Values Framework and The BUSY School NZ's mission all align to ensure the mana of the student is upheld, classroom programmes reflect cultural knowledge and inclusion of relevant experiences. High expectations and meaningful pathways supported by mentoring, guidance and curriculum choices allow students opportunity to take pathways that are appropriate for themselves but also link to local and regional opportunity.

Diversity and inclusion are important factors within our society and The BUSY School NZ works to ensure the environment is safe inclusive, supportive, and free of bullying and racism. All learners including those with a disability, gifted learners, neurodiverse students and those with learning support needs are at the centre of programming, planning, and teaching to ensure needs are met and learning supports are in place as required.

The Universal Design for Learning approach helps ensure learning is designed to suit all learners and is considerate to their needs and differences. As the Charter School community develops, a focus on sharing these practices and empowering students, whānau, hapū and iwi to be included and shared decision-making processes will emerge.

Relationships are key and building a culture of respect, high expectations, valuing diversity and building on a strengths-based approach will help students regain confidence in learning, attend and work towards goals that are important to their journey.

Quality assurance

Quality assurance is essential, and a number of key steps have been taken to ensure quality and consistency.

Teaching staff will have an appropriate background and be familiar with assessment and moderation practices. These practices are detailed in the Charter School procedures and documentation and checked by Senior Leadership. A system of ongoing professional development, initially focussed on student needs, literacy, numeracy, and re-engaging students into education, will be implemented. This will be expanded upon after an initial review and consideration of achievement data in June.

The BUSY School NZ utilises quality resources and has flexible learning environments that create a safe and welcoming student experience. The physical space is well-suited to learning, and this, combined with guidance, mentoring, and pastoral care, helps create an environment of success.

Learning experiences are designed with the local context, mātauranga, and student interest in mind. The Pacific Values Framework is also central to learning design, ensuring that cultural considerations are well thought out. Student information is clear, relevant, up to date and provides appropriate guidance. Together with the support of teaching staff in the Charter School, this helps ensure that students have access to and understand the information provided.

Learning needs are identified using appropriate tools, such as e-asTTle, and addressed as part of a differentiated curriculum, pathway identification, and goal setting. Teaching practices and the provision of Special Assessment Conditions, where appropriate, support students in achieving their best. Additionally, a background of pastoral care and psychological support helps students navigate their individual needs.

Programmes of learning are regularly reviewed, and achievement data is tracked to ensure that progress meets the expectations of students, parents, and The BUSY School NZ. Tertiary learning partners will be engaged to support higher-level and practical vocational study options. This, combined with local work experience opportunities and local guest speakers, will help to demonstrate relevance and provide directional support to students who are exploring their pathway options.

The BUSY School NZ has been in contact with the School Quality Assurance and Liaison team at NZQA. If approval is granted, The BUSY School NZ will engage in the process of applying for Consent to Assess Against Standards (CAAS) with a School Relationship Manager. The BUSY School NZ will then develop a thorough Quality Management System that will outline how, through the Charter School context, charter, strategic goals, policies and practices, the BUSY School NZ will ensure credible assessment of standards on the Qualifications Framework.

Moderation of learning experiences and assessments is completed both internally and externally to ensure quality, appropriateness, and equitable marking practices. Feedback from external partners in tertiary training and workplaces will be regularly sought to track progress and achievement alongside attendance and attitude measures.

Students will be provided with clear documentation about assessment, marking, appeals and other details such as resubmission, plagiarism, etc.

Annual self-auditing will occur before June to review assessment and achievement data. A follow-up will be completed in December each year. The mid-year review will include supplementary attendance data and help form goals towards meeting the minimum expectation that each graduate achieves with NCEA Level 2 and a pathway plan for next steps.

The end-of-year review will be used to help inform and support ongoing improvement in our teaching and learning programmes. This will be supplemented by community feedback and informed by the consultation held throughout the year. Tracking throughout the term will provide individual targets and next steps for students as they progress.

Samples of student achievement will be stored to meet moderation requirements, and clear documentation will show the internal and external moderation process, suggestions, and review of material that follows.

KAMAR will be used as a student management system, allowing easy tracking of progress and achievement. Through parent portals, real-time sharing of data will be possible. Written reports will also be sent home twice per year, and regular engagement with parents and whānau will occur through planned formal events home/Charter School contact with teachers and support who monitor and track progress. A focus on next steps for learning and celebrating success with whānau will help re-establish a positive attitude towards learning and build self-esteem.

Reporting of data files to NZQA will be completed through KAMAR, meeting the return guidelines.

Senior leadership regularly inform the board and wider community using achievement and progress data. This data will also link to ongoing professional learning and development for staff. Annual data will be used to refine the curriculum, set new goals and objective, and support a culture of success.

Feedback from parents, whānau, the community, and partners will be essential in the review process. This data will supplement the achievement data and help set targets to improve performance.

9d – Roll

The BUSY School NZ has undertaken a thorough review of available student management systems in New Zealand and has selected KAMAR as the optimal solution for our Charter School's needs. KAMAR is a widely used system in New Zealand schools, renowned for its efficiency, reliability, and compliance capabilities.

Upon approval to operate as a Charter School, The BUSY School NZ will promptly implement KAMAR. The system will play a pivotal role in ensuring effective roll management and maximising student learning opportunities by ensuring student absenteeism is kept to a minimum and enables us to take steps to address student attendance issues. Our aim is to foster a parent culture that prioritises regular Charter School attendance and timely communication of absences.

Attendance will be checked at the start of each lesson. The Administration Officer will ensure accurate recording, monitoring, and reporting of daily attendance to the Principal.

KAMAR Student Management System

KAMAR is widely used in New Zealand schools and will enable The BUSY School NZ to provide efficient data management, effective communication, compliance management and scalability as our Charter School grows.

Key Benefits of KAMAR:

- **Efficient Data Management:** KAMAR streamlines the collection, storage, and retrieval of student data, including enrolment information, attendance records, academic performance, and demographic details.
- **Enhanced Communication:** The system facilitates effective communication between teachers, parents, and administrators, ensuring that all stakeholders are kept informed and involved in the student's educational journey.
- **Improved Compliance:** will aid us to meet the Ministry of Education's reporting requirements, along with other legal obligations and internal reporting to The BUSY School NZ's Board, Committees and the broader Charter School community
- **Scalability:** KAMAR can easily accommodate increased enrolment and complexity without compromising performance.

Training and Implementation

To ensure successful implementation and optimal utilisation of the KAMAR system, The BUSY School NZ will provide comprehensive training to all staff members. The training will cover:

- System navigation and functionality

- Data entry and management
- Communication features
- Reporting and compliance requirements

Accurate roll information is essential for the Ministry of Education to record national attendance rates, monitor the results of the New Zealand education system, and allocate funding to schools. By selecting KAMAR, we demonstrate our commitment to providing timely and accurate data to the Ministry.

By implementing KAMAR, we are demonstrating our commitment to monitoring and improving student attendance, maintaining accurate rolls, and reporting data to the Ministry in a timely and efficient manner and underscores our readiness to open in Term One 2025. Our commitment to utilising a proven and reliable student management system demonstrates our dedication to providing a high-quality education for our students and ensuring the long-term success of our Charter School.

9e – Health and Safety

The BUSY School NZ is committed to providing a zero-harm environment for our staff, students, parents and whānau, guest and visitors, and the local community. The BUSY School NZ have commenced drafting, and will have established to approved status, in readiness for opening in Term One 2025, its Health & Safety Management Plan (HSMP) for the operation of its proposed Charter School in Auckland. The HSMP outlines the framework that The BUSY School NZ will utilise for its activities whilst establishing and operating the Charter School throughout the term of the proposed Agreement. Our approach to health and safety management of the Charter School, and key components of our HSMP, are as follows.

The BUSY School NZ, and more broadly The BUSY Group, is required to have a flexible system that is capable of being adapted to a wide range of operational environments. Therefore, it is critical that we work in partnership with the Charter School Agency, the local community and other stakeholders in regard to health and safety management. Our systems are designed to be integrated into those of others, as necessary and/or appropriate, to establish and maintain safe operating conditions and a culture of strong safety awareness and behavioural aptitude.

The BUSY School NZ will promote open communication and transparency in all aspects of the organisation and recognise that health and safety management is an integral part of our Charter School operations and work in the local communities. We strive to continually improve our processes and manage change through effective communications, monitoring of activities, recognising opportunities and implementing improvements when needed and/or opportune. Accordingly, our Health and Safety Management Plan, procedures and processes will be agile throughout this application process, the establishment of Charter School operations, and continuing through the life of the Contract.

We are committed to:

- The health and safety of our staff, students, parents and whānau, guests and visitors
- Proactively engaging with the Charter School Agency and other proponents of The BUSY School NZ regarding health and safety management
- Actively working with the Charter School Agency, and other stakeholders and contributors, in support of the community
- Addressing our legislative obligations and requirements as a minimum standard
- Actively participating in establishing health and safety management standards on-site, in partnership, to maintain an agreed standard at all times.

The BUSY School NZ commits to applying the principles of the Charter School Agency, and the New Zealand Government, to augment our own as necessary. Specifically for the proposed Charter School in Auckland, we accept our responsibility for health and safety management, which includes:

- Ensuring that all operations and conduct under the Agreement is in compliance with the Health and Safety at Work Act 2015 (HWSA) and all other Regulations, Code of Practice and New Zealand Standards.

- Providing and maintaining a policies and procedures manual which has been communicated to all staff of The BUSY School NZ.
- Providing awareness and education on health and safety management risks associated with the operation of the Charter School.
- Complying with all safe working policies and procedures.
- Verifying that The BUSY School NZ maintains all equipment under our control in a sound condition, and consistent with our obligations.
- Safety hazard identification, and control mechanisms are functional and effective in minimising the risk to health and safety.
- Providing positions descriptions, and an organisational structure, that comprehensively identifies responsibilities and accountabilities which support strong health and safety management across the Charter School operations.
- Implementing incident reporting and investigation procedures and ensuring that health and safety incidents are fully investigated and documented.
- Implementing employee consultation mechanisms.
- Implementing preventative maintenance programs for all equipment which is The BUSY School NZ's responsibility and will be used on-site.
- Applying our health and safety management policies and procedures for all suppliers and other parties who may work on-site (e.g. for property maintenance purposes).
- Ensure that all staff are inducted prior to commencement of their duties.

Leadership and Accountability

The overall accountability for health and safety management at our Charter School is the responsibility of the School Principal, with support from all staff. Critical success factors include:

All management personnel:

- Have identified health and safety management accountabilities and action plans where necessary.
- Must show a personal commitment via support and personal involvement in health and safety management activities.
- Ensure that all associated policies and procedures are understood, implemented and maintained on-site.
- Conduct health and safety interactions as necessary to maintain strong standards and performance.
- Mentor and support staff in respect to health and safety activities, standards, policies and procedures awareness, including ensuring the availability of training and inductions for staff under their control.
- Ensure that all staff are suitably qualified, trained and hold applicable qualifications e.g. First Aid Officers.
- Actively participate in inspections, incident investigations, and injury management procedures as appropriate or directed to by the Principal.

All staff:

- Must satisfactorily complete The BUSY School NZ health and safety induction prior to commencement of their duties.
- Must follow work procedures as provided by The BUSY School NZ and accept responsibility for their actions.
- Report to their managers, or supervisors, immediately any actual or potential unsafe conditions or activities, dangerous events, incidents or injuries in the workplace occurs.

- Actively participate in the development of risk reduction measures
- Work in a manner that will not endanger themselves or any other person, including working with and operating equipment to the correct procedures and standards.

Hazard identification and risk assessment

The BUSY School NZ recognises that the identification, assessment and control of hazards is a fundamental component of an effective Health and Safety Management Plan and performance outcomes. The BUSY School NZ adopts a risk-based approach to the management of workplace hazards with the objective of minimising the exposure of staff and students to hazards and potential for injury as well as damage to the environment, property etc. The BUSY School NZ will develop a Charter School-specific Risk Register which will be annexed to the Health and Safety Management Plan and communicated to all staff.

Hazard Reporting

It is a requirement that all staff report hazards immediately. When at The BUSY School NZ, it is a requirement that the employee's manager or supervisor is the appropriate person to notify of any identified hazards. All staff will be required to follow The BUSY School NZ Hazard Reporting Procedure.

Job Safety Analysis

A formal Job Safety Analysis (JSA) involving The BUSY School NZ will be conducted wherever:

- The work or task has significant hazards
- It is requested by the employee/s
- It is requested by authority e.g. Manager/Supervisor, Charter School Agency or other representatives

Our JSA process involves the employee/s directed to carry out the work, including sufficiently experienced persons so that the job/task can be analysed in detail and suitable controls developed. The process of JSA is generally:

- Break down the task into unique steps or stages;
- Identify the hazards associated with each step;
- Develop and implement controls to prevent unacceptable outcomes; and
- Brief all working groups on the hazards and controls developed.

Charter School Inspections

The following outlines The BUSY School NZ inspect process to be followed:

- A formally documented Charter School inspection will be undertaken a minimum of once per month
- Regular sample inspections of individual work areas e.g. classrooms will be conducted
- Inspection reports will be completed giving the date of the inspection and any subsequent correction actions identified
- Applicable corrective actions will be forwarded to the Principal and any identified Charter School health and safety management representatives
- Inspection checklists will be developed during the implementation/establishment stage and prior to the Charter School opening in Term One 2025

Safe working procedures

The BUSY School NZ acknowledges the staff will be operating under the specific Charter School safe working procedures. We will ensure that staff are familiarised in these procedures and will actively verify compliance through the Charter School inspection programs and in conjunction with The BUSY School NZ management personnel.

Task Planning

When planning to carry out a task, the employee responsible for the task will consider the following:

- Work method and systems of work e.g. safe work instruments and the JSA
- Risk assessment – what could go wrong
- Personnel and supervisor/s required through the task
- Training, qualifications and competence required through the task
- Equipment and tools required
- Records required

Supervision may take the form of active (part of the working group or monitoring the task solely) or passive (not part of the working group and is not actively monitoring the task, but is available to monitor the task periodically, provide clarification and intervene when triggered e.g. injury or incident occurrence).

Before commencing any task, the Supervisor will ensure that the task has been adequately prepared in accordance with the task planning.

Stopping Unsafe Work

Staff are authorised to stop work that is unsafe. When stopping unsafe work or directing unsafe work to be stopped, the following requirements must be met:

- There must be a reasonable concern that to carry out the work would expose staff and/or students to a serious risk to their health and safety
- Work may be stopped by the employee or student at risk

Incident Reporting and Investigation

The BUSY School NZ is committed to the reporting and thorough investigation of all incidents and hazards likely to constitute a risk at the Charter School. The BUSY School NZ staff will be directed to report all incidents and hazards, regardless of how minor they may appear. The following types of incidents which occur on-site will be reported:

- Incidents resulting in injury
- Near miss incidents
- Equipment damage
- Property damage
- Environmental

Incident management will be conducted in accordance with The BUSY School NZ incident management procedure, incident register, incident report and incident investigation report documentation.

Injury Management, Rehabilitation and Employee/Student Health

First Aid

First aid training will be provided to the agreed level and will satisfy legislative, Contract/Agreement and The BUSY School NZ policy requirements.

The BUSY School NZ will supply and maintain a suitable number of First Aiders and an appropriate number of First Aid kits. First Aiders will have current certification and verified copies of those certificates will be maintained by The BUSY School NZ and made available for inspection upon request.

Injury Management and Rehabilitation

The BUSY School NZ has established injury management and rehabilitation systems and procedures in place to facilitate the early intervention and return to work of injured staff.

The BUSY School NZ will be responsible for the management of all injuries to staff and students arising from an accident occurring within the Charter School. We will ensure there is full access to injury management personnel to ensure that appropriate injury management can occur. As a standard practice, The BUSY School NZ will not allow an employee to conduct activities without the medical clearance of a qualified health practitioner and all requisite approvals.

The BUSY School NZ considers that an effective medical assessment and injury management and rehabilitation program is critical to ensuring that the Charter School does not place any person at risk of aggravation, exacerbation, deterioration, acceleration or recurrence of an injury.

Emergency Management and Response

The BUSY School NZ agrees to adopt and follow all relevant Charter School emergency procedures created, authorised, approved and implemented. It is expected that The BUSY School NZ emergency response procedures will be clearly articulated, and understood, at the induction stage and subsequently supported through notices and safety interactions.

The BUSY School NZ staff will at all times comply with the requirements of the Charter School's emergency procedures and cooperate in full with all response service providers and emergency drills conducted.

The BUSY School NZ Emergency Response Plan will be available to all staff, reviewed and maintained in accordance with our document management policy. Emergency response will be supported by our evacuation plans and warden training.

Health and Safety Management Audits

The BUSY School NZ will conduct regular audits and inspections to verify that all commitments made by us have been implemented. The BUSY School NZ is committed to the implementation of its HSMP and to the correction of any non-conformity or non-compliance. We will measure the effective implementation of the HSMP through an internal audit conducted by The BUSY Group's Compliance Team.

10 a. How The BUSY School NZ is operationalising the property and infrastructure components of our application, ready to welcome students for Term One 2025.

The BUSY School NZ has secured a Heads of Agreement for a property located at Level 1, 75 Karangahape Road, Auckland Central, which will serve as the future home of our proposed Charter School. We have started the process of acquiring a fibre connection for the site, and once the Heads of Agreement become unconditional, we will be able to access the property and begin the fit-out process.

Comprehensive Planning and Implementation

To ensure the smooth delivery of the Charter School, we have developed a comprehensive project plan that outlines the key milestones and timelines associated with the operationalisation of our Charter School's property and infrastructure. This plan has been created in collaboration with professionals across our corporate services team. This plan

includes a range of critical activities, such as entity creation and governance, finance, property, marketing, information technology services (ITS), human resources, business support, health and safety, curriculum, policy development, student management systems, monitoring and reviewing, and operational handover.

Property-Specific Activities

Our property and infrastructure specific activities to operationalise and maintain include:

TASK	ACTIVITY
PROPERTY	
Property Search and Selection	<ul style="list-style-type: none"> - Identifying potential properties that align with our Charter School's needs and budget. - Conducting thorough property inspections and assessments. - Negotiating lease terms and conditions.
Heads of Agreement and Lease	<ul style="list-style-type: none"> - Finalising the Heads of Agreement and lease documents. - Ensuring compliance with all legal and regulatory requirements.
Insurances	<ul style="list-style-type: none"> - Obtaining necessary property insurance coverage, including building, contents, liability.
Building permits and approvals	<ul style="list-style-type: none"> - Ensuring compliance with local building codes and regulations.
Maintenance plan	<ul style="list-style-type: none"> - Complete draft of our comprehensive maintenance plan for the property, including routine inspections, repairs, and preventative maintenance.
Risk and compliance	<ul style="list-style-type: none"> - Conduct risk assessments and implement measures to mitigate identified actual or potential risks. - Ensuring compliance with all relevant health and safety regulations - Create folio workspace for health and safety reporting
Infrastructure services	<ul style="list-style-type: none"> - Coordinating the installation of essential infrastructure services i.e. electricity, water, and telecommunications.
Fit-Out	<ul style="list-style-type: none"> - Planning and overseeing the fit-out of the property to meet the specific needs of our Charter School, including classrooms, offices, common areas, and specialised facilities. - Managing the procurement and installation of furniture, equipment, and fixtures.
INFORMATION TECHNOLOGY SERVICES	
Network infrastructure	<ul style="list-style-type: none"> - Designing and implementing a secure and reliable network infrastructure to support teaching, learning, and administrative functions. - Installing and configuring network devices, such as routers, switches, wireless access points, and firewalls. - Installing and configuring security devices, including CCTV, alarms, PA system, and duress alarms.

Hardware	<ul style="list-style-type: none"> - Procuring and installing necessary hardware, including computers, servers, printers, and audio-visual equipment. - Ensuring compatibility and interoperability of hardware components.
Software	<ul style="list-style-type: none"> - Selecting and implementing software applications for teaching, learning, administration and communication. - Providing ongoing software maintenance and support.
System implementation	<ul style="list-style-type: none"> - Configuration and customisation of IT systems to meet the specific needs of the Charter School, including student information systems, learning management systems, and administrative systems (e.g. SchoolDocs, KAMAR, Peninsular).
Training and support	<ul style="list-style-type: none"> - Providing training to all staff on the use of IT systems and applications. - Establish help desk or support systems to assist staff with IT-related issues. - Schedule of training for Charter School year.
HEALTH AND SAFETY	
Site audit	<ul style="list-style-type: none"> - (Pre-opening) Conduct thorough audit of the property to identify potential health and safety hazards - Identification, development and implementation of risk management strategies including corrective action plans and control measures. - Schedule and conduct of regular audits and risk assessments of Charter School environment
Charter School activities risk assessments	<ul style="list-style-type: none"> - Assess the risk associated with all Charter School activities, including sports events, excursions, laboratory experiments etc. - Develop safe working procedures and JSAs as required - Implement appropriate safety measures.
WHS review	<ul style="list-style-type: none"> - Conduct regular reviews of the Charter School policies, procedures and other WHS documentation. - Updates to documentation as necessary e.g. upon completion of review, change of legislation, new activities etc.
Committee	<ul style="list-style-type: none"> - Establish a WHS Committee to oversee health and safety matters - Ensure compliance with WHS regulations and obligations.
Emergency response and preparedness	<ul style="list-style-type: none"> - Develop and implement The BUSY School NZ emergency evacuation plan for the Charter School. - Training of staff in the emergency evacuation procedures - Schedule and conduct regular drills to ensure staff and students are familiar with the plan and procedures. - Develop the business continuity and disaster recovery plans for the Charter School

Fire wardens	<ul style="list-style-type: none"> - Appointment and training of fire and evacuation wardens to assist in emergency response.
Training	<ul style="list-style-type: none"> - Develop WHS induction training for all staff members - Schedule training in accordance with policy and refresher standards - Capture feedback from staff and students on training needs and/or requests
PROCUREMENT	
Facilities - Contractors	<ul style="list-style-type: none"> - Research local providers - Obtain quotes - Select Suitable contractors for essential services such as air conditioning, cleaning, document destruction, data/RCD, electrical, fire protection, handyman, locksmith, plumbing, printing, rubbish removal, sanitary supplies, vending machines, and water/zip hot water. - Negotiate and execute supplier agreements
Purchasing	<ul style="list-style-type: none"> - Research local providers - Obtain quotes - Select suitable providers for items such as Cars, CCTV cameras, furniture, ID card printers, stationery, textbooks, uniforms, vehicles, kitchen supplies, and more. - Select provider - Order items - Coordinate delivery
Supplier Accounts	<ul style="list-style-type: none"> - Research local providers - Select suitable providers for services such as stationary supplies, groceries and cleaning products, post office, etc. - Set up account with supplier
Folio System Setup	<ul style="list-style-type: none"> - Set up Folio for the site - Set up new providers and contractors and link to the site - Upload Lease, site plans, property information, security - Set up user access - Provide staff training

Comprehensive Approach

Using our attached Gantt Chart, this visual tool provides a clear roadmap for our teams, ensuring that all tasks related to the physical space are aligned and executed efficiently. Our comprehensive approach will ensure a smooth transition and a well-prepared environment for our students and staff.

Attachment reference: The BUSY School NZ Charter School Project Plan GANTT.pdf

10 b. How The BUSY School NZ will maintain our property and infrastructure within the funding allocation we will receive.

The BUSY School NZ is committed to maintaining our property and infrastructure within the funding allocation we will receive. We understand the importance of having well-maintained facilities and infrastructure, as they play a crucial role in the overall learning experience.

The BUSY School NZ has developed a comprehensive property maintenance plan to ensure the ongoing care and upkeep of our physical infrastructure. This plan serves as a roadmap for preserving and enhancing the value of our Charter School's property over time and is a vital tool for ensuring the long-term success of the Charter School. By prioritising the care and upkeep of our physical infrastructure, we are creating a safe, healthy, and efficient learning environment for our students and staff.

Key benefits of our property maintenance plan include:

- **Compliance with Regulations:** Our plan demonstrates our commitment to complying with relevant regulations and standards related to building safety and maintenance.
- **Safe and Healthy Learning Environment:** Regular maintenance is crucial for maintaining a safe and healthy learning environment for students and staff. Our plan ensures that issues such as faulty electrical wiring, leaking roofs, or hazardous materials are promptly addressed.
- **Preservation of Property Value:** By proactively addressing maintenance needs, we can protect and enhance the value of our Charter School's property.
- **Effective Resource Allocation:** Our plan helps to optimise the allocation of resources by prioritising critical tasks and preventing costly emergency repairs.
- **Improved Operational Efficiency:** A well-maintained Charter school facility can contribute to improved operational efficiency and reduce disruptions to the learning environment.

The key elements within the maintenance plan have been clearly identified and included within the financial model and allowances have been incorporated for the unexpected costs which may arise once the Charter School is operational and in future years. This detailed plan covers the responsibilities for the maintenance of the building between the landlord and the tenant, the various maintenance services and compliance checks/ inspections which are required to keep the Charter School safe and compliant as well as the various form of equipment which are utilised by the school encompassing vehicles, equipment and information technology.

A detailed schedule which covers the various checks, time frames, evidence of satisfactory completion, service reports and external supplier compliance reviews and suitability for service (including qualifications and insurance), is contained within our compliance management system (Folio). In addition to this scheduled maintenance, the staff at The BUSY School NZ have the ability to log jobs to the Charter School's Corporate Services (property and facilities) team for maintenance when unexpected breakdowns or hazards are identified.

Attachment Reference: The BUSY School NZ Draft Maintenance Plan.pdf

Questions 11-12: Performance and longevity

- 11. Noting the Performance Management Framework, outline your performance management strategy including:**
 - a. how the strategy will enable and support monitoring against each performance measure in the framework and:**
 - b. how will you manage the early identification of issues and risks and what preventative measures will you take to address these?**
- 12. Tell us in a practical way the reality of a teacher and a student on the ground at the school in a day-to-day setting and how this will endure over the life of the contract.**

11. The BUSY School NZ performance management strategy

Our performance management strategy for The BUSY School NZ operations is a comprehensive and systematic approach that is designed to improve the overall performance of the Charter School. This strategy is based on both the performance measures in the framework and possible additional measures, for example student success beyond graduation. Our performance measures and individual staff or team Key Performance Indicators (KPIs) are aligned with our strategic goals and objectives and used to track the progress towards each.

In summary, our performance management strategy includes:

- Monitoring and evaluation, providing a robust method of demonstrating performance and continuous improvement.
- Robust risk management to minimise adverse impacts on achieving our objectives.
- Effective issue resolution procedure to provide a clear path towards resolving problems or conflicts.

11 a. Monitoring and Evaluation

The BUSY School NZ understands the performance of the Charter School will be in accordance with the Performance Management Framework and inclusive of all established measures. Our strategy enables greater financial, efficiency and performance monitoring and insights. This is achieved through a continuous process that involves systematic collection and analysis of data and information, including feedback from stakeholders, to inform The BUSY School NZ management and key stakeholders of the extent of progress and achievement of, or towards, the objectives. This also provides meaningful insight into the quality of our approaches and relationships, as well as the progress in the use of allocated funds.

With the release of the Performance Management Framework, measures and targets we understand how the Charter School will be evaluated and the metrics to be used. These are aligned with the current approaches and methods of The BUSY School and therefore The BUSY School NZ is somewhat advanced in regard to the design and implementation of processes for collecting and managing the data and information required to monitor. We have now begun using adaption techniques towards the fitting of existing interventions to new contexts, with particular focus to the Charter Schools | Kura Hourua Performance Management Framework.

Fundamental components of our methodology and approach to monitoring The BUSY School NZ performance includes:

Control Processes

In order to measure the effectiveness, The BUSY School NZ will conduct (internal) monthly reviews against a series of performance measures including: attendance, student achievement, financial performance, and compliance in line with the framework. In addition, The BUSY School NZ will internally monitor and evaluate operational progress and outcomes, forecasts (of future performance) and risk and issues (including risk and issue register reviews).

These monthly reviews combine to support the conduct of the annual self-audit and reporting requirements of the framework through consistency of approach and regularity of monitoring.

Progress and Performance Meetings

Internal: Progress review meetings will be held regularly. All direct reports and representation from The BUSY School NZ 'team' will attend. Our Charter School operations, including academic, financial, employment, wellbeing and cultural team will provide regular reporting to the Chief Executive Officer and Board, which shall include progress updates, problems/issues encountered and priorities for the following period as it relates to meeting of the targets and objectives.

External: All meetings with the Charter School Agency and/or other key stakeholders will be held as agreed between all parties. Performance review meetings will be held in accordance with the Contract/Agreement, and final performance management framework and its schedule.

In addition, The BUSY School NZ make available all requisite resources (representatives, reporting, materials) for the purpose of any determined focussed meeting groups throughout the

term of the Agreement (i.e. upon request, or in addition to the proposed framework). For example, this may include Health & Safety where it is established as valuable to hold such meetings. The frequency, format and location of these meetings will be approved in collaboration with all parties, and these may occur on an ad-hoc basis.

Data Management

The BUSY School NZ data strategy is a comprehensive plan for how we collect, store, manage, share and use data. This includes data governance, ensuring data quality, integrating data sources, and implementing important data security measures.

Our data and analysis reporting capabilities are designed to provide comprehensive insights into operations and process, and importantly performance evaluations. These capabilities play a crucial role in providing valuable insights and aiding our decision making.

Across the performance management framework we will use a variety of data collection methods, for example attendance registers and assessment tools. All data captured during the operations of the Charter School will be cleansed, to identify errors or inconsistencies, check for missing values, validate any corrections made and document all changes to ensure we can maintain the integrity of data for future analysis and reporting.

This approach will ensure that our monitoring and reporting of performance, and each measure within, is accurate, clear and comprehensive from which to achieve our objectives of assessing the efficiency and effectiveness of The BUSY School NZ and supporting strategic decision making and planning.

Financial Management

The BUSY School NZ will employ a comprehensive approach to monitoring its financial performance, in alignment with The BUSY School Australia and The BUSY Group best practice governance framework. This strategy involves regular tracking of the financial metrics within the performance framework (operating surplus, working capital ratio etc.) utilising the finance team within the corporate services provision to the school. This team acts as a finance service for the school for transactional needs as well as financial planning and analysis which provides an arm's length check and balance on financial performance and compliance. The financial team analyses these metrics to assess the Charter School's financial health and to identify areas for improvement. They will also compare the Charter School's performance against its budget and financial forecasts.

Regular financial audits will be undertaken which will provide an independent assessment of the Charter School's financial management and help ensure financial integrity and accountability. This also includes the outcomes coverage within the annual self-audit procedure.

This monitoring approach supports the attainment of the financial performance targets through ensuring resources are utilised efficiently and effectively, systems and processes are established to capture the correct measures, enabling corrective actions, and ensuring that our financial goals align in full with the Charter School's objectives.

Systems and Technology

Our systems and technology assist us to simplify complex financial data, making it easier to understand and act upon. This includes income, expenses, investments, and other financial transactions. They are also used to identify important trends, predict future performance and identify potential issues before they become significant problems. Financial systems are essential for maintaining The BUSY School NZ financial stability and driving our performance.

With automation capabilities, The BUSY School NZ financial systems also support risk management through a reduction in risk of human error, whilst creating time efficiencies. Our compliance system will be used to track and report on compliance activities.

Compliance

The BUSY School NZ, led by The BUSY Group's established risk and compliance team, will design and implement a robust system that ensures all policies and procedures are adhered to. This includes setting clear expectations, providing comprehensive training, and conducting regular audits.

Conducting regular audits is a crucial practice for The BUSY Group, and for The BUSY School NZ this will involve a systematic review of the Charter School's operations, financials and

compliance with legal requirements. We will establish an internal audit schedule, sufficient in scope to include all requisite policies, procedures, accreditations, legislation and regulatory standards. Following conduct, audit reports and any corrective actions or opportunities for improvement are distributed to The BUSY School NZ management and Board.

Where the Charter School Agency, regulatory body or certification body audits result in major non-conformities these are to be recorded in the Corrective Action Register by a Quality representative. Corrective actions will be addressed by management and staff without undue delay, with progress notes on the actions taken to be added to the Register. The BUSY School NZ compliance stakeholders will evaluate the actions taken to assess if they have been sufficient before the Corrective Action is closed. The BUSY School NZ representative who led involvement in the audit will report to the Charter School Agency, or any other body, as agreed and in a timely and effective manner.

Additional performance measures for consideration

Discovered during consultation with key New Zealand stakeholders is an opportunity to build a database of performance and outcomes information through continuous monitoring and data collection. A data base, collected over time, monitored, reviewed and analysed could further demonstrate the effectiveness of Charter Schools in New Zealand. A future opportunity may exist to explore a broader Performance Management Framework, to expand the scope to focus on a *whole-of-life* approach to student performance and outcomes.

A *Whole-of-life* approach to student performance, data collection, review and analysis could include such measures as:

- Employment outcomes: Measured at the time of graduation (apprenticeships, traineeships, full time / part time) 6 months post-graduation, 12 months, 3 years and 5 years
- Further education and training: Measured at the time of graduation (vocational, university) 6 months post-graduation, 12 months, 3 years and 5 years
- Literacy and numeracy testing: Pretesting upon enrolment, regular testing during school, post testing upon graduation, capturing performance over time.
- Student, parents and whānau feedback: Independent research seeking perspectives and opinions of the school community, producing independent report and findings.

11 b. Issue and Risk Management

Upon award of an Agreement, The BUSY School NZ will develop a Risk Management Plan for the Charter School. The aim of the Plan is to provide the framework for designing, developing, implementing, monitoring, reviewing and communicating risk management and continuous improvement of performance associated with the operations and outcomes of the Charter School. The Plan will be supported by our Risk Management Policy, Risk Management Framework and all supporting plans and procedures.

The purpose of our Plan is to provide an effective Risk Management Framework which governs and supports the objectives of the Charter School, and the Agreement, through:

- Strengthening sound governance practices and assisting in determining acceptable levels of risk.
- Improving planning processes by enabling the key focus to remain on core operations and Charter School activities and helping to ensure continuity of operations, including capitalising on opportunities.
- Safeguards the Agreement stakeholders, assets, financial sustainability, property, reputation and information.
- Promotes risk management principles as a strategic tool to ensure better informed decision making through the life of the Agreement and embedding a culture of risk management.
- Defines risk management and describes The BUSY School NZ's approach to managing risks, observing the ISO 3100:2018 Risk Management Principles and Guidelines

The BUSY School NZ's risk management framework has been developed with a focus on managing risk at the strategic and operational level and is expected to mature across the term of the Agreement. The concept of risk management is integrated in BUSY School NZ and the BUSY Group's approach to all activities to inform decision making and inform organisational culture and outcomes.

Our *Risk Management Policy* provides the framework for how risks will be managed and is based on AS/NZS ISO 3100:2018 Risk Management – Principles and Guidelines. The policy forms

part of the governance framework of The BUSY School NZ.

Our framework is based on the following risk management principles:

- Adds value – risk management is integrated with strategic and operational planning, contributing to the achievement of objectives and targets, and facilitating performance improvement leading to good governance, operational efficiencies and improved risk management maturity in the operation of the Charter School.
- Informs decision-making – risk management assist the decision makers in making informed decisions, prioritising actions, and identifying alternative courses of action, as necessary. It provides a practical framework for The BUSY School NZ to assess risks inherent in the decisions they take.
- Explicitly addresses uncertainty – risk management takes account of uncertainty, the nature of uncertainty and how it can be addressed.
- Systematic, structured, timely and tailored – risk management practices are tailored to meet the Charter School, and Agreement, objectives and provides a systematic, timely and structured approach to meeting the objectives and improves efficiency contributing to consistent, comparable and reliable results.
- Based on best available information and experience – risk management is based on the utilisation of generally accepted risk mitigation techniques for managing risk e.g. historical data, experience, stakeholder feedback, observations, forecasts, and expert judgement.
- Transparent, inclusive and responsive to change – risk management provides for appropriate and timely involvement of stakeholders and ensures that risk management remains relevant and up to date as new risks emerge, some change, and others disappear during the Agreement term.

Our Process

The practical application of the Risk Management Process adopts concepts from AS/NSZ ISO 31000:2018.

1. *Establishing the context*

An examination of all external and internal risk management environments directly or indirectly associated with the Charter School and its operations will be considered.

- a. External environment includes factors such as: regulatory, economic, social, cultural, technological, and external stakeholders.
- b. Internal environment includes factors such as: organisational structure, facility/ies, governance, culture, policies, objectives, capabilities and internal stakeholders.

2. *Risk identification*

From the award of Agreement and throughout the implementation stage leading to Term One 2025, The BUSY School NZ will generate a comprehensive list of risks based on foreseeable events that might create, enhance, prevent, accelerate, or delay achievement of the objectives. This includes the sources of risk, areas of impacts, events and their causes and potential consequences.

Sources of risk may include:

- Commercial relationships
- Management activities and controls
- Socio-economic factors
- Political influences
- Personnel/human behaviour

- Financial activities
- Technology/technical issues
- Charter School interruption and natural events

3. Risk Analysis

The BUSY School NZ will consider the causes and sources of risk, their potential consequences and the likelihood of those consequences occurring. Consequence and likelihood are combined to produce an estimate of the level of potential risk.

The stages of risk analysis include:

- Defining the risk consequences and likelihood criteria
- Assessing risks against the consequences and likelihood criteria
- Developing a risk matrix
- Determining risk levels using the risk matrix
- Developing a risk profile
- Assigning risk ownership

Table 1 – The BUSY School NZ Risk Rating

		Consequence				
		1	2	3	4	5
Likelihood	Rating	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	5	Medium	High	High	Extreme	Extreme
Likely	4	Medium	Medium	High	Extreme	Extreme
Possibly	3	Low	Medium	Medium	High	High
Unlikely	2	Low	Low	Medium	Medium	High
Rare	1	Low	Low	Low	Medium	High

4. Risk Assessment

A risk register will be maintained for the Charter School, to identify, rate and monitor risk and managed by The BUSY Group compliance team in association with the Principal and Charter School management team.

A preliminary risk assessment for the performance of any resultant Agreement has been captured and is shown in the draft risk register attached <name attachment>. Risk assessment and the maintenance of the risk register shall be undertaken during the establishment phase and in accordance with the Risk Management Plan.

To determine the action to be taken in respect of the risk, each risk is rated. This includes assessing the level of likelihood against the level of consequence.

Table 2 – The BUSY School NZ Likelihood Descriptors

Rating	Likelihood Category	Event Description	Probability of Occurrence
5	Almost Certain	Is expected to occur in most circumstances – frequently during the year	>95% - 100% chance of occurring
4	Likely	Will probably occur – once during the year	>70% - 95% chance of occurring
3	Possible	Might occur at some time – once every 3 years	>30% - 70% chance of occurring
2	Unlikely	Could occur at some time	>5% - 30% chance of occurring
1	Rare	May only occur in exceptional circumstances – once every 5+ years	<5% chance of occurring

5. Risk Evaluation

The BUSY School NZ will evaluate and prioritize risk to ensure that management effort is directed towards the resolution of the most significant risks in the first instance. Risk evaluation will assist in making decisions, based on the outcomes or risk analysis, so The BUSY School NZ identifies which risks need treatment and the priorities for implementation.

At the initial stage, The BUSY School NZ will determine the effectiveness and/or existence of internal controls in place to address and mitigate the risks arising the operation of the Charter School. A comparison of the risk level will be made against the agreed risk tolerance or appetite. Risks will therefore be evaluated as Acceptable/Unacceptable.

6. Risk Treatment

The BUSY School NZ's risk treatment options are as follows.

When selecting risk treatment options, The BUSY School NZ will take into account a number of considerations, which can include:

- The financial and other resources required to implement the treatment
- The feasibility (including timing) of implementing the treatment
- How effective the treatment is likely to be in reducing or removing the risk, including past evidence and lessons learned
- The potential impact of the treatment on stakeholders' values, perceptions and interests

- Whether the treatment will compromise or be in conflict with any legal, regulatory or other obligations
- Possible unintended consequences of the treatment – risk treatments themselves may affect other risks, or may introduce new risks
- The failure of ineffectiveness of a risk treatment is itself a risk. There may be a benefit from adopting a combination of treatment options.

For risks that are not acceptable, The BUSY School NZ will develop and implement a Risk Treatment Plan, documenting how the selected treatment option(s) will be implemented. Risk treatments are monitored and reviewed as a cyclical process.

Table 3 – The BUSY School NZ Risk Treatment

Treatment	Description
Avoid the risk	Not to proceed with the activity or choosing an alternative approach to achieve the same outcome. Aim is risk management, not aversion.
Mitigate the risk	Reduce the likelihood by improving management controls and procedures, or reduce the consequence by putting in place strategies to minimise adverse consequences, e.g. Business Continuity Plan, Liability Cover in Contracts etc.
Transfer the risk	Shifting responsibility for a risk to another party by contract or insurance. Can be transferred as a whole or shared.
Accept or retain the risk	Controls are deemed appropriate. These must be monitored, and contingency plans developed, where appropriate. Alternatively, retaining the risk by informed decision and approval of the Board or Executive Management.

7. Risk monitoring, review and reporting escalation

The BUSY School NZ’s risk management processes require that the appropriate stakeholders (external and internal) are consulted and/or informed. Effective communication and reporting will ensure that those responsible for implementing the process(es) understand the basis on which decisions are made and the reasons why particular actions are required. The process also supports and encourages accountability for ownership of risks.

The activities of monitoring and reviewing are ongoing and integral to every step in our risk management process. Through monitoring risks, controls and risk treatment plans, The BUSY School NZ can ensure that risks are being managed in accordance with the policy and framework. This also assists in determining the effectiveness of our risk management strategies.

Risks are to be monitored and reported dependent on their level as identified in the risk profile. This includes strategic, operational and individual program risks, each having individual monitoring and review methods and escalation chains.

We will monitor the risk registers on a quarterly basis to ensure that all identified risks are recorded, and any mitigation/controls are on track with the intended progress. Risk owners will raise all risks with a residual rating of high or extreme to the risk committee, with a focus on the effectiveness of controls and treatment plans.

The risk management processes are responsive to change due to internal and external environments.

Issue resolution

Whereas risks are potential problems that may or may not occur, issues on the other hand are current problems that require immediate attention and resolution.

Issue Management

All serious internal issues that need attention will be submitted formally, using an issue resolution form and procedure. All issues will be registered in an issue register that will also indicate the status of resolution with regards to submitted and resolved, submitted and not yet resolved, escalated etc. The issue register will be developed, stored and maintained as a standalone document.

Escalation

Internal issues will be escalated through The BUSY School NZ escalation process. Throughout this process, the BUSY School NZ management team will remain engaged and available to the Charter School Agency and shall proactively ensure they are kept informed of matters relevant to the Agreement e.g. progress, risks, potential or actual non-compliance, delay.

The BUSY School NZ shall be responsible for efficient and timely communications with the Charter School Agency in the event of any disagreement across the Agreement and delivery of the Charter School and immediately upon notification of any issues negatively affecting, or likely to negatively affect, the performance of the Charter School. Upon notice to the Charter School Agency, The BUSY School NZ shall comply with any directions in dealing with such matters.

The escalation chain for the Agreement is as follows:

- First Tier: The BUSY School NZ staff
- Second Tier: The BUSY School NZ Principal
- Third Tier: The Chief Executive Officer
- Fourth Tier: The BUSY School NZ Board

12. 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.

The reality of a teacher and a student at The BUSY School NZ is a dynamic interaction that unfolds daily. Teachers are tasked with delivering comprehensive lessons, while students absorb, understand, and apply the knowledge shared. This interaction is not limited to the classroom; it extends to off-site learning where teachers, employment pathway officers and youth workers provide individualised guidance and support, problem solving techniques, and students participate actively.

At our Charter School, the teacher-student relationship is nurtured and sustained through mutual respect and open communication. Teachers are dedicated to understanding each student's unique needs and learning styles, while students are encouraged to express their thoughts and ideas. This reciprocal exchange fosters a lasting bond between teachers and students.

This teacher-student relationship is not static. It evolves over time, adapting to the changing needs of the student and the demands of the curriculum. It is a relationship that is expected to endure beyond the life of the contract. It is a commitment from both parties to engage in the process of education, with the teacher providing guidance and the student actively participating in their learning. This enduring relationship forms the backbone of the educational system and the bedrock upon which the Charter School is built and will be maintained. The teacher-student relationship is a fundamental part of The BUSY School NZ's ethos, and its continuity is crucial for the Charter School's success.

In a practical sense, the following illustrates the activities and structure of a teacher and a student in a The BUSY School NZ. This has been informed by the current Campus Principals leading Australian BUSY Schools. If The BUSY School NZ is approved to operate as a Charter School, the below routine will reflect the day-to-day activities occurring for teachers and students on-site. Contextualisation and flexibility will be applied to best suit the needs of the New Zealand context, yet this forms the foundational structure in which to commence building a New Zealand specific model.

Timetable

The timetable structure focuses on maximising face-to-face contact between staff and students. The BUSY model of education supports a full five-day academic load, with students participating in both on-site and off-site activities. For example, the timetable is designed to allow students to attend 2.5 days on-site (15 hours) for face-to-face teaching and learning per week. The remaining 2.5 days are dedicated to participation in contextualised work readiness programs, vocational education and training, work experience, mental health support such as counselling and psychological appointments (based on Individual Learning Plans), or individual planning and preparation sessions.

While on-site, The BUSY School NZ aims to maximise face-to-face contact to facilitate in-depth curriculum delivery and provide students with access to all staff members who can assist them with their academic work, employment aspirations, and cultural needs. Building meaningful relationships during on-site activities is crucial for supporting students during off-site learning.

When students are actively participating in off-site activities, they are guaranteed to receive continuous support and regular contact from our specialist staff members. This is to ensure their consistent attendance, active participation, and full engagement in the activity they are involved in.

The BUSY School NZ is committed to maintaining full responsibility and providing unwavering support for each and every student, even during periods of off-site learning. Our dedicated Charter School staff will regularly check in, maintain consistent contact, and ensure that the students are coping well.

Additionally, personalised support plans will be promptly implemented if students encounter any barriers to participation. This could include issues related to understanding the material, technical difficulties, or personal circumstances that may affect their ability to fully participate. Our ultimate goal is to ensure that all students have the necessary support and resources to succeed, regardless of where their learning takes place. An example of our on-site timetable is shown opposite:

Table 4- Example daily timetable

TIME	TEACHER	STUDENT
8.00-8.15am	<p><u>Arrive and Prepare</u></p> <p>Typically, teachers will arrive at the Charter School and begin preparing for the day, this will include reviewing emails, preparing for class, marking student work, engaging with students who arrive early and collaborating with fellow staff members.</p>	<p><u>Arrive and Prepare</u></p> <p>Students begin to arrive at school in time for Session 1. This prior period is used by students to prepare for the sessions ahead, and this includes their consideration towards what they would like to achieve in the Pastoral Care session such as teachers they wish to engage with, issues or concerns with academic tasks etc.</p>
8.15-8.30am	<p><u>Connect Meeting</u></p> <p>Each morning before classes begin, all staff engage in a Connect Meeting. The Connect Meeting is designed to build a supportive team culture, create a sense of togetherness and share important information for the day ahead. The Principal will lead this meeting and will invite all staff members to raise important information about the daily operations, individual students, concerns, celebrate wins and successes, discuss the daily routine including excursions, new enrolments, students who have secured</p>	

Timetable

Group A - Monday, Tuesday and Wednesday morning (15 hours on campus per week)

Group B - Wednesday afternoon, Thursday and Friday (15 hours on campus per week)

Session	Time	Duration	Subject Hours
Session 1	8:30am – 10:00am	1.5 Hours	1.5 Hours
First Break	10:00am – 10:15am	15 Mins	
Session 2	10:15am – 11:45am	1.5 Hours	1.5 Hours
Second Break	11:45am – 12:15pm	30 Mins	
Session 3	12:15pm – 1:45pm	1.5 Hours	1.5 Hours
Third Break	1:45pm – 2:00pm	15 Mins	
Session 4	2:00pm – 3:30pm	1.5 Hours	1.5 Hours

Wednesday split timetable

- Group A attends Wednesday AM
- Group B attends Wednesday PM

Session	Time	Duration	Subject Hours
Group A Session 1	8:30am – 10:00am	1.5 Hours	1.5 Hours
Break	10:00am – 10:15am	15 Mins	
Group A Session 2	10:15am – 11:45am	1.5 Hours	1.5 Hours
Session	Time	Duration	Subject Hours
Group B Session 1	12:15pm – 1:45pm	1.5 Hours	1.5 Hours
Break	1:45pm – 2:00pm	15 Mins	
Group B Session 2	2:00pm – 3:30pm	1.5 Hours	1.5 Hours

	employment and related topics of importance.	
8.30-9.15am	<p><u>Session 1 – Power 45 (Pastoral Care)</u></p> <p>Within Session 1, Power 45 (45 minutes) will occur where teachers, and all other specialist staff including the Cultural Liaison Officer, Curriculum Coordinator, Employment Pathways Officers and Youth Workers, are able to connect with students and assist with catch-up work, discuss work experience challenges, provide one-one-one support with academic or vocational training challenges and generally provide students with an opportunity to connect and engage first thing in the morning to scaffold success for the remainder of the day.</p> <p>During Power 45 teachers may choose to work with small groups of students on recreational activities, assist students to cook breakfast, or support students by connecting and referring them to external agencies that offer professional assistance. Power 45 is designed as a soft beginning to the day which provides students the opportunity to eat, prepare for class, solve any immediate challenges that may prevent full engagement and finalise any outstanding work requiring completion.</p> <p>Students participating in the Power 45 session have the opportunity to seek out particular teachers or other specialist staff for assistance with academic and vocational schoolwork, work experience or other areas that require support. Students may also choose to simply cook breakfast with a member of staff or engage in some recreational activity and informally discuss their progress.</p> <p>Power 45 is designed to support students academically, holistically, supporting relationships building activities to establish trust and rapport.</p>	
9:15am – 3:30pm	<p><u>Sessions 2, 3 + 4</u></p> <p>Teachers welcome all students to each session with each being greeted at the door. Teachers model manners, being polite, respectful and appropriate behaviour which is applicable both in the classroom and within the workplace. Greeting each individual student provides the opportunity to demonstrate expected behaviour, and also assists the teacher to identify the emotional state of each student, how each student appears to be feeling and their willingness to engage, this will allow the teacher to seek additional classroom support for those students who may require further assistance.</p> <p>Sessions are commonly divided into segments, each of which has a different pedagogical approach. A period of explicit and direct teaching occurs at the beginning of each lesson consisting of direct teacher led instruction specific to the curriculum requirements of that lesson. During the session, the teacher will facilitate the required number of Brain Breaks to reduce cognitive load, allowing students to rest, pause and re-engage in the material. Teachers will continually check-in with the class as a whole and with individual students to determine the level of understanding and identify those who require additional support and revision of key concepts if required. Teacher Aides will assist those students who require additional support. Teachers will commonly instruct students to work in small groups, or individually, depending on the students’ preferred learning styles. The teacher will review Individual Learning Plans of each student in class to ensure all necessary learning requirements are met. At the end of each lesson, the teacher will lead a summary of the lesson highlighting key information covered and answering any final questions the students may have. The teacher will also outline the key tasks and activities that will be covered in the next upcoming class. The teacher will farewell each student as they leave and begin preparing for the next class.</p>	
3:30-4:00pm	<p><u>Debrief</u></p> <p>Teachers are finished classes for the day and return to the staff room to debrief with their colleagues. A daily debrief occurs for all staff and is led by the Principal. Wins, successes and challenges are shared. The debrief session is informal, is quick, yet important for all staff and allows each member of the team share, discuss and disclose information that may be helpful for others in preparation for the following day.</p>	<p><u>End of Day</u></p> <p>Students complete any end-of-day items and return home.</p>

Off-site learning activities – 2.5 days per week

Students are supported by our specialist staff to engage in off-site learning activities. These activities include work readiness programs, vocational education and training, work experience opportunities, and mental health support sessions. Off-site learning activities are directly linked to the individual student’s Career Pathway Plans and where available, contribute to NCEA

achievement. Individual Learning Plans will highlight individual student needs which will determine if counselling and psychological support is required.

The BUSY School NZ will support students while they are engaged in off-site learning activities. For example, Employment Pathways Officers and Youth Workers will visit each student as they participate in work experience learning activities. Ensuring engagement between our Charter School and employers will be a priority to support students in gaining the required skills and experience, overcoming identified challenges, and receiving all available support mechanisms to succeed. Students participating in vocational education and training will receive the same level of support to ensure successful engagement and attendance. Students engaging in mental health support will receive confidential assistance either through the Cultural Liaison Officer or Principal directly.

Figure 3 - Weekly Schedule and Supports for Students in Group A

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Session 1</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 1</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 1</p> <p>Work Readiness Program</p> <p><u>Support:</u> Work Readiness Officer Teacher Aides</p> <p>*** On-site Learning***</p>	<p>Vocational Education and Training</p> <p><u>Support:</u> Employment Pathways Officer, Youth Worker, Cultural Liaison Officer</p> <p>*** Off-site Learning***</p>	<p>Work Experience</p> <p><u>Support:</u> Employment Pathways Officer, Youth Worker, Cultural Liaison Officer</p> <p>*** Off-site Learning***</p>
<p>Session 2</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 2</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 2</p> <p>Work Readiness Program</p> <p><u>Support:</u> Work Readiness Officer, Teacher Aides</p> <p>*** On-site Learning***</p>		
<p>Session 3</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 3</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Student Planning and Preparation time and / or Mental health support appointments</p> <p>*** Off-site Learning***</p>		
<p>Session 4</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 4</p> <p>NCEA Curriculum</p> <p><u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Student Planning and Preparation time and / or Mental health support appointments</p> <p>*** Off-site Learning***</p>		

Figure 4 – Weekly Schedule and Supports for Students in Group B

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Vocational Education and Training <u>Support:</u> Employment Pathways Officer, Youth Worker, Cultural Liaison Officer</p> <p>*** Off-site Learning***</p>	<p>Work Experience <u>Support:</u> Employment Pathways Officer, Youth Worker, Cultural Liaison Officer</p> <p>*** Off-site Learning***</p>	<p>Student Planning and Preparation time and / or Mental health support appointments</p> <p>*** Off-site Learning***</p>	<p>Session 1 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 1 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>
		<p>Student Planning and Preparation time and / or Mental health support appointments</p> <p>*** Off-site Learning***</p>	<p>Session 2 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 2 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>
		<p>Session 1 Work Readiness Program <u>Support:</u> Work Readiness Officer Teacher Aides</p> <p>*** On-site Learning***</p>	<p>Session 3 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 3 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>
		<p>Session 2 Work Readiness Program <u>Support:</u> Work Readiness Officer, Teacher Aides</p> <p>*** On-site Learning***</p>	<p>Session 4 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>	<p>Session 4 NCEA Curriculum <u>Support:</u> Teachers, Learning Support Teachers, Teacher Aides, Cultural Liaison Officer</p> <p>*** On-site Learning***</p>

Part Four. Comments on the draft agreement

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

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

N/A.

Released under the Official Information Act 1982

Part Five. Changes to your stage one submission

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

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

Directors – Update

The BUSY School NZ has recently added Andrew John Cameron to its governing members. We have attached the signed statutory declaration.

Stage 1: Section – Context and Environment

q) Present data on current and forecasted student population and highlight the demand for the proposed charter school | kura hourua.

Minor adjustments have been made to expected student enrolments with a more conservative approach applied.

Stage 1: Section – Work Force Planning.

Questions k) Estimate the number and types of staff required (e.g., registered teachers, Limited Authority to Teach (LAT), administrative staff).

Minor adjustments have been made to staffing numbers as a more conservative approach to student enrolments numbers have been applied in Stage 2.


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

DECLARATION

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

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

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

Signature:	
Full name:	Leonie Carlile
Title / position:	Group Chief Executive Officer
Name of organisation:	The BUSY Group
Date:	10 October 2024