

Twin Oaks Classical School

Application Form for Stage Two
To the New Zealand Charter School Agency

OCTOBER 2024



9(2)(a)

Written Response

Thank you for considering our stage two application. We are ready to go and excited about the benefits that could be made available to students and families in 2025. The Charter School Agency have played their part in setting the system up for success and now we are ready to step up and deliver.

Twin Oaks students will benefit from a curriculum unique to New Zealand but highly prized internationally. They will sit in school environments designed around their learning needs and be taught by excellent teachers who care deeply about them and their communities. Parents will be trained and motivated to be active participants in their children's learning journey and our community engagement has meant our roll is likely full from day one.

We look forward to enhancing the diversity of the educational landscape in New Zealand and serving whānau with a new and unique offering.

We are ready, let's go.



Tuhi Isaachsen
Board Chair

“

We all have need to be trained to see, and to have our eyes opened before we can take in the joy that is meant for us in this beautiful life.

What a child digs for becomes his own possession.

Charlotte Mason

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Twin Oaks Classical School

At-a-glance

School campus	The Parenting Place, 300 Great South Rd, Greenlane, Auckland Central
Start date	February 2025
Classroom campus days Home campus days Whole school community events	Monday, Tuesday, Wednesday Thursday, Friday Once a month on a Friday
Starting roll (2025) - 45 pupils Establishment roll (2026) - 80 pupils	Opening with three mixed-age classes across years 1-9 First intake of our High School cohort (years 10-13) in 2026
Pedagogy	Classical Charlotte Mason in the Liberal Arts tradition
Graduating qualification	US High School Diploma Optional Advanced Placement exams in year 13 SAT university entrance exam
Additional accreditation	To be accredited with the Accrediting Commission for Schools, Western Association of Schools and Colleges as an international school authorised to issue our qualification
Special character	Classical Charlotte Mason Philosophy, Partnership Model, Christian tradition.

Why open Twin Oaks Classical School?

Twin Oaks Classical School is seeking the opportunity to:

- Open the first ever Classical Charlotte Mason school in Aotearoa.
- Provide a partnership model that allows parents to play a significant role in their child's learning.
- Offer a complete Year 1-13 Classical Charlotte Mason education culminating in an internationally recognised qualification.
- 9(2)(ba)(i)

We are pleased to introduce one of our hopeful students: 9(2)(a) Please join him for a day in the life of a Twin Oaks Classical School student.

9(2)(a)

We'd love you to join 9(2)(a) and his friends as they show you around our venue, talk about their learning tools and share their enthusiasm.

watch now at

www.twinoaks.school.nz/videos



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.

9(2)(b)(ii)

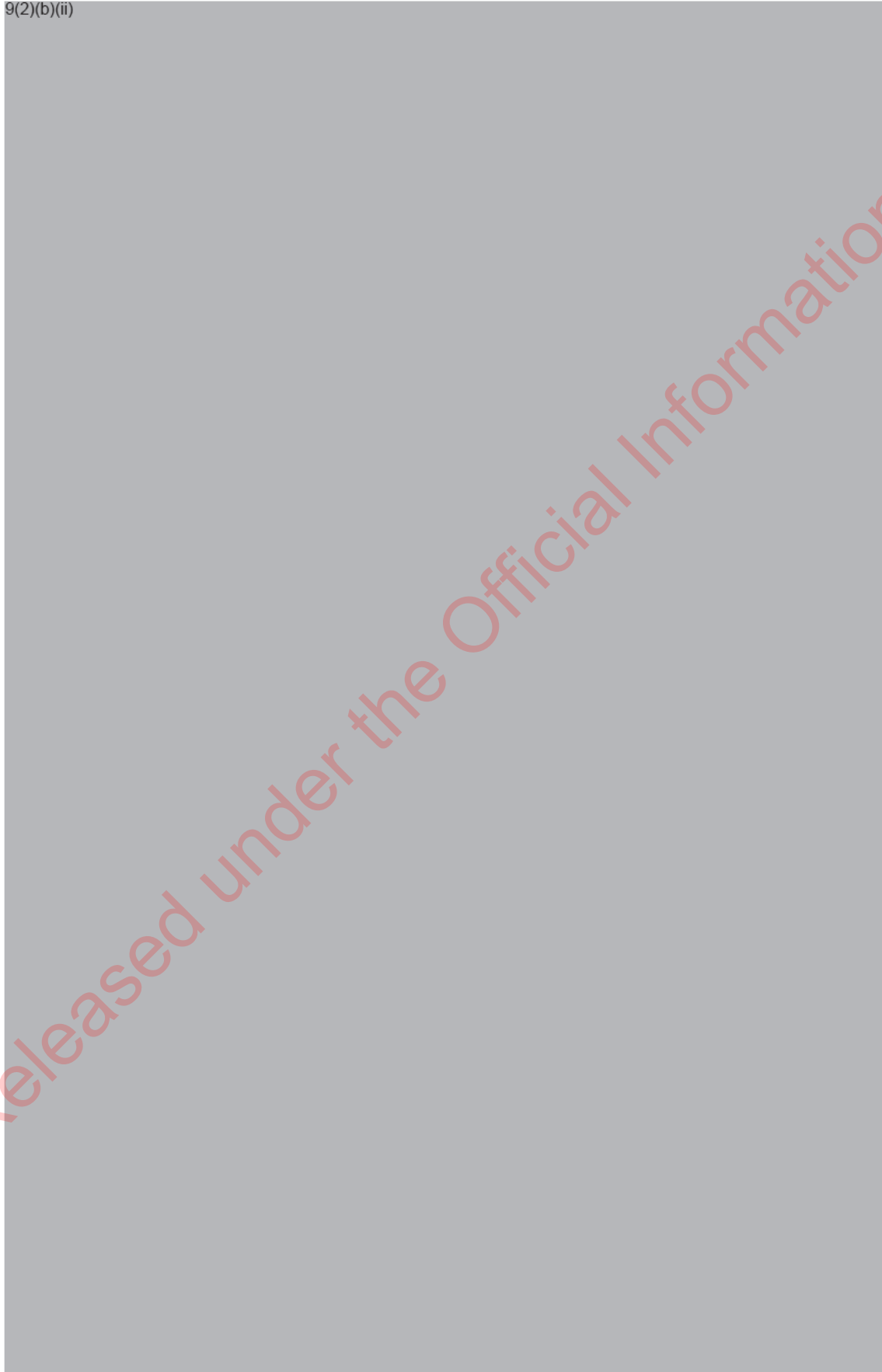
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Questions 1-2: Financial acuity

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

9(2)(b)(ii)



Released under the Official Information Act 1982



Questions 1-2: Financial acuity continued ...

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 decisions.

9(2)(b)(ii)

Released under the Official Information Act 1982



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.

Families are attracted to providers they trust will deliver the sort of educational experience they desire. Trust and confidence have already been established with prospective students, as evidenced by the fact that our roll is already at capacity. This trust has been established through four key ways:

1. Whānau have been introduced to the highly qualified leadership team for Twin Oaks Classical School (Founders, Board and Advisory Team). Our team is capable, experienced and committed to bringing forth a Classical Charlotte Mason education through a new model that can succeed in the 21st century. See appendices for more information about our governance and leadership.
2. Parents and caregivers understand that the Classical and Charlotte Mason pedagogies are time-tested and well established educational pathways. They have been able to see detailed outlines of our curriculum and books students will be immersing in.
3. 9(2)(ba)(i) [Redacted]
4. Regular communication with our database of families interested in our offering through emails, phone calls, social media, community meeting, surveys and website updates has allowed us to take the community with us as we go through the Charter School application process.

Our governance team is taking an active role during the establishment phase of Twin Oaks Classical School in order to establish strong relationships with families; we want to bring the community with us through the processes of becoming a Charter School.

At our recent community meeting our Chair of the board, Tuhi Isaachsen, presented to families, explaining the processes we are going through and the next steps. The founders of Twin Oaks Classical School were also able to give families an experience of the type of learning their children would be engaging in and some of the children from our one-day school shared their learning in front of a large crowd. These tamariki presented with confidence and enthusiasm. The high quality of work on display helped parents to visualize what is possible with a Classical Charlotte Mason Education.

The meeting included supper and an opportunity to peruse tables laden with books, art, nature and curriculum, set out on age-specific tables. Whānau could see in a concrete way that there is a rigorous curriculum planned for their children to immerse in. This visual display paired with an information booklet containing year level overviews, daily timetables and book lists helped to instill confidence in our ability to deliver a full academic program. Children already being educated using a Classical Charlotte Mason approach were based at the table connected to their year level and engaged in conversation with prospective parents about the curriculum.

During that evening, we collected feedback through a survey and explained how they could put in an application to show serious intent to enroll their child at Twin Oaks Classical School. Since this meeting we have been receiving many calls and emails and proactively following up with whānau who have questions. This regular communication with our community has allowed the governance team to identify what is important to our families, what they are excited about and areas of concern.

9(2)(ba)(i) [Redacted]



Questions 3-5: Leadership and community continued...

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.

A visual timeline of events showing key milestones achieved thus far in 2024 is represented in the table below. This demonstrates how our leadership and governance team have already been functioning effectively since our decision to pursue opening Twin Oaks Classical School.

STAGE 1 2024 - ESTABLISHMENT PHASE COMMUNICATING VISION AND BUILDING COMMUNITY TRUST

2022-present	9(2)(ba)(i)
July 2024	<ul style="list-style-type: none"> • 9(2)(ba)(i) • Leadership team planned vision for Twin Oaks Classical School • Prepared stage 1 application • Established our trading entity • 9(2)(ba)(i) • Created a website to promote Twin Oaks Classical School to wider audience • Created an online survey to consult with families • Started building network through survey contacts • Collected initial expressions of interest • Learned what the community values and what barriers are in the way of them attending • Met virtually with Executive Vice President of the Accrediting Commission for Schools, Western Association of Schools and Colleges to confirm eligibility to become an international school able to issue a US High School Diploma • Confirmed our Board of Trustees and Advisory Board
August 2024	<ul style="list-style-type: none"> • Met with a potential principal • Submitted stage 1 application • Established communication with families expressing interest • Emailed and called families who responded to our online survey • Clarified that the location is likely to be in Greenlane • Leadership team regularly met to discuss next steps • Conversations began with teachers who might be interested in teaching • First full Board meeting held
September 2024	<ul style="list-style-type: none"> • Invited parents and potential teachers to our on-site community meeting on 23/09 • Agreed formal lease for Twin Oaks Classical School at 300 Great South Road • Spoke with international curriculum providers to negotiate cost (shipping) • Conversated with teachers who could support the Twin Oaks vision • Engaged town planner to prepare traffic reports and compliance matters relating to property to lease



Questions 3-5: Leadership and community continued...

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.

<p>September 2024</p>	<ul style="list-style-type: none"> • Created an online form so that families can apply to Twin Oaks Classical School. This is not a formal application as there is no school established, but provides serious intent to enrol in 2025/2026. • Ran community meeting to share the vision and provide documentation that outlines curriculum & timetables for Twin Oaks (See photos below.) • Collected more feedback through survey at the community meeting • Sent information pack to those that could not attend the meeting • Regular phone calls to answer questions and address any concerns.
<p>October 2024</p>	<ul style="list-style-type: none"> • Created video content for a 'day in the life of a Twin Oaks student' to share. • Established a good relationship with a uniform supplier. • Continued to follow up with families who have filled in our application form. • Met with Edge Learning to discuss our needs for a strong SMS that will provide seamless transition from classroom to home learning context. • Board met to discuss strategic decisions relating to stage 2 application • Submitted Stage 2 application to the Charter School Agency.



80 people attended our community meeting on 23rd September 2024.

Questions 3-5: Leadership and community continued...

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.

Twin Oaks Classical School recognises the need to both recruit and retain current students. To reflect this essential task we have put together a calendar of events for 2025 that strategically engages both the founding families that have started with us already and continues to recruit future whānau yet to enrol with us.

STAGE 2 – MAINTAINING & BUILDING ROLL (2025)

January 2025	<ul style="list-style-type: none"> • Maintain communication with students starting next month. • Prepare classrooms to be a place of hospitality and warmth • Induction and planning with new staff. • Formal PD begins for new staff. • Twin Oaks Classical School – Picnic at Cornwall Park (optional first gathering)
February 2025	<ul style="list-style-type: none"> • <i>February - Parents meeting</i> to clearly outline partnership model and how to collaborate through our online portal. Introduce our Families Pastoral Care Lead that will support families. (Aim to have uniforms to collect at this meeting) • Mid-Feb: classroom visit (open day) so children can look around and become familiar with where they will be starting on day 1 later in the month. • February 2025- Open doors to start Term 1
March 2025	<ul style="list-style-type: none"> • <i>Families event Friday 7th March (Beach day and BBQ)</i> • End of March - Parent/Teacher meetings to discuss how the child is progressing and check in to see how the home learning aspect is working for the family. Establish key focus for the child's learning for the remainder of the term. • Families Pastoral Care Lead to connect with families once a fortnight to see if they need any additional support and to identify any issues early.
April 2025	<ul style="list-style-type: none"> • <i>Families event Friday 4th April – Kitekite Falls Track.</i> • Special Easter Liturgy & Celebration Monday 14th April with families • Term 1 ends Wednesday 16th April (1.5 week holiday) • Term 2 begins Monday 28th April (Shorter break due to short Term 1)
May 2025	<ul style="list-style-type: none"> • <i>Families event Friday 9th May (Field Trip to Museum & Gardens)</i> • Run an Open day for prospective families to come see Twin Oaks in action. • Follow up with families that came to open day by calling them.
June 2025	<ul style="list-style-type: none"> • <i>Families event Friday 6th June (High Tea & Poetry Recitation Event)</i> • Mid-year parent/teacher conversation afternoon • Mid-year reports sent to families Friday 20th June • Term 2 finishes Friday 27th June. (9 week term)



Questions 3-5: Leadership and community continued...

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.

STAGE 2 – MAINTAINING & BUILDING ROLL (2025)

July 2025	<ul style="list-style-type: none"> • Term 3 begins Monday 15th July • Advertise staffing roles needed for 2026.
August 2025	<ul style="list-style-type: none"> • <i>Families event Friday 8th August. (Group walk and lunch together)</i> • Open Day #2 for prospective families end of August • Follow up with all those that attended the open day and update those on waiting list with ongoing plans for roll growth in 2026.
September 2025	<ul style="list-style-type: none"> • <i>Families event Friday 5th September (Barn Dance & Pizza night)</i> • Parent/teacher conversation afternoon. • Term 3 ends Friday 19th September (10 week term)
October 2025	<ul style="list-style-type: none"> • Term 4 begins Monday 6th October • <i>Families event Friday 17th October - picnic at the beach</i> • Advertise the "Twin Oaks Talent Show" coming up start of November. • Finalise roll for 2026 and continue to advertise for 2027
November 2025	<ul style="list-style-type: none"> • <i>Twin Oaks Talent Show Friday 7th November</i> • New Families meeting for those starting in 2026. (Induction, timetable, expectations, uniform and stationery details) • New Staff induction and PD
December 2025	<ul style="list-style-type: none"> • <i>Families event Friday 5th December (Carols, Festive Treats, Drama performance & Prizegiving)</i> • End of year reports sent to families Friday 12th December • Term 4 finishes Friday 19th December (11 week term)

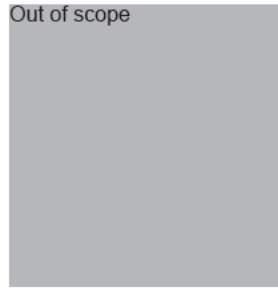
Twin Oaks Classical School will continue to establish trust and confidence with our key stakeholders through:

- Competent Leadership/Governance
- Clear communication that takes our stakeholders with us through the process of becoming a Charter School.
- 9(2)(ba)(i)
- Classical Charlotte Mason pedagogy that is well-established and time-tested.

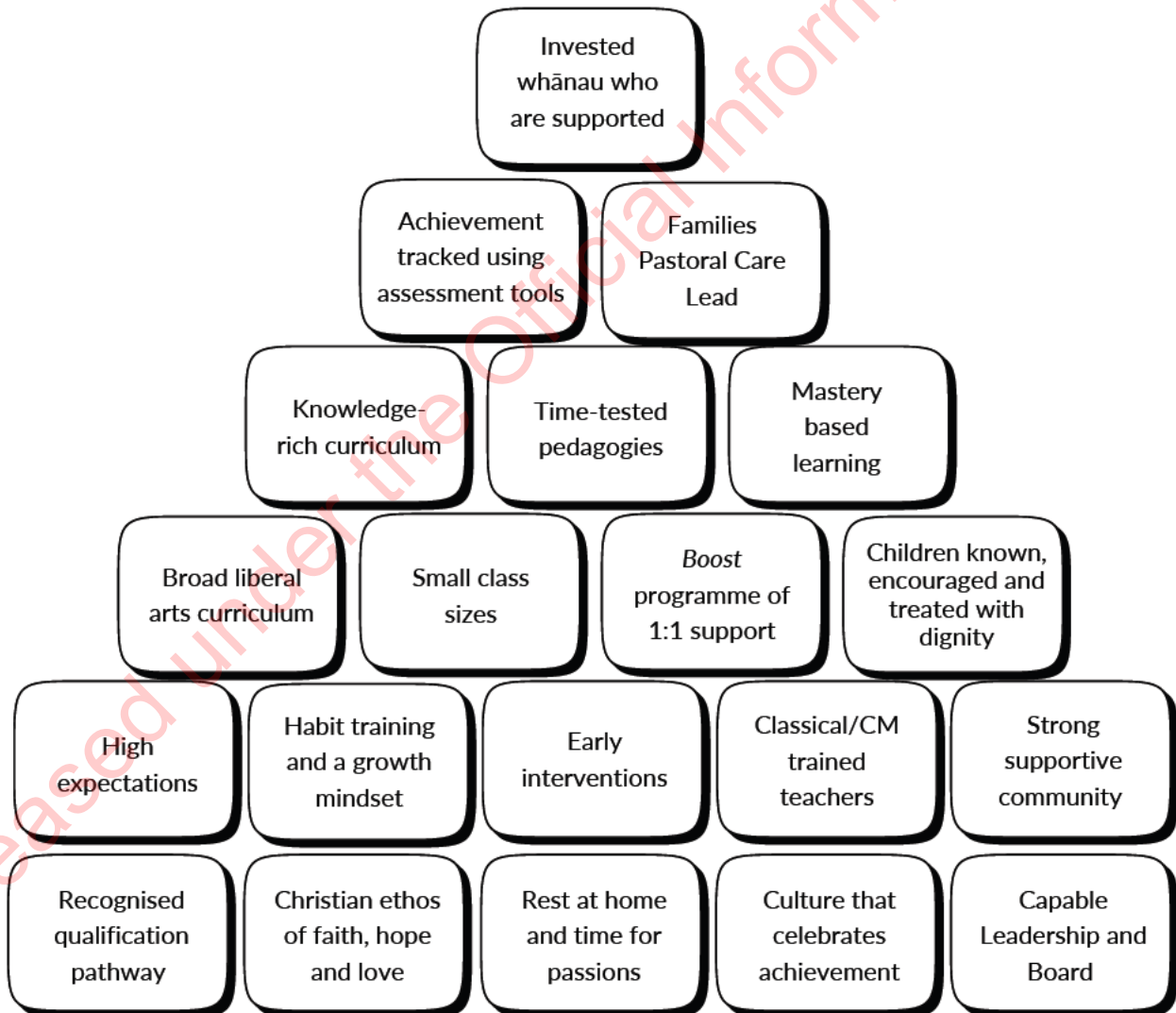


Questions 3-5: Leadership and community continued...

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.



Thriving tamariki and high-achieving learners will be supported through



The building blocks of success



Questions 3-5: Leadership and community continued...

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.

Our organisational structure will have clearly defined roles and a highly collaborative culture where all staff are empowered to contribute their unique set of skills to deliver a well-rounded experience for families.

Key to our organisational structure is a Families Pastoral Care Leader who, together with the Head of School, will closely monitor the effectiveness of the home/school partnership.

Together we will promote academic success through:

- Ensuring learning occurs in stages that matches the developmental stages of children. (The Trivium in Classical pedagogy)
- Providing a knowledge-rich curriculum that is time-tested.
- Using a mastery approach to foundational numeracy and literacy skills in the primary years.
- Intentionally teaching strong habits for excellence and learning. E.g. the habit of paying attention, the habit of giving best effort, the habit of first time listening, the habit of narrating back new knowledge, the habit of taking responsibility.
- Providing a wide and varied curriculum that gives students the opportunity to find many areas of delight. They will be encouraged to practice the 'science of relations' which calls on children to make their own learning connections across subject areas.
- Maintaining high expectations in the classroom and working closely with families to ensure wrap-around support for our students.
- We will help to identify and support students with neurodiversity (involving professionals as needed so that students' needs are catered for).
- Twin Oaks Classical School will have a culture of celebrating achievement (academic, artistic and positive habit formation).
- Providing small class sizes that allow individual student's needs to be met (15-20 pupils).
- Regular professional development for teaching staff through the Circe Institute and other established providers serving the Classical Charlotte Mason pedagogy.
- Twin Oaks Classical School offers a partnership model which provides intentional wrap around learning support from both home and school.

- 9(2)(b)(ii) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]



Questions 3-5: Leadership and community continued...

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.

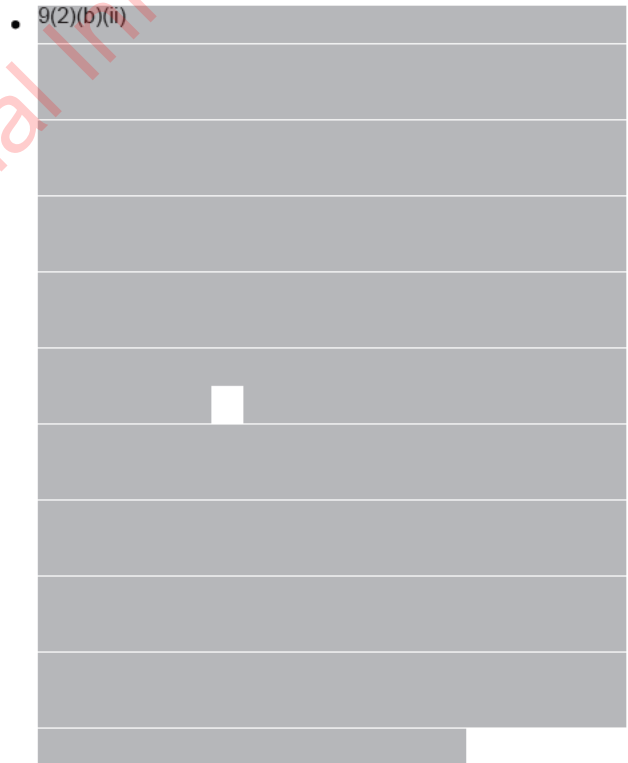
- The Partnership Agreement between parents/ caregivers and Twin Oaks Classical School is foundational to how the school functions. (See a working draft of this in our appendix.) This agreement will be established with families as they enrol which means they recognise they are shared partners in their child's learning progress.



- We have a highly competent leadership and advisory team which means experts are available to input into the running of the school. They are strategy experts, highly experienced curriculum writers, education researchers, with strong knowledge of technology and AI, legal experts and Charlotte Mason experts. These skills make for the smooth running of a school that can quickly course-correct when issues arise.
- Regular parent/teacher evenings will dedicate time to make plans to support each child's learning journey.
- Two days at home allows some time for passion projects; tamariki who have space to go deep into areas of learning are more likely to be motivated learners.

Our priority for promoting attendance will be to design and implement engaging learning experiences that address the identified needs and contexts of the individual learners. In cases where learners are absent we will promote attendance through:

- Building strong relationships with the whānau through the partnership model and with the child through small class sizes.
- Our second line of defence will be to use data and analytics to track and predict areas of challenge through an effective SMS.



- Attendance is high priority to the Twin Oaks Classical School board. We know that strong attendance is key to academic progress. The board will require attendance to be marked daily and review the reports every board meeting to ensure we are meeting targets. Teachers will be responsible for taking the roll each day. Parents will be required to notify us if their child is away and give a reason.

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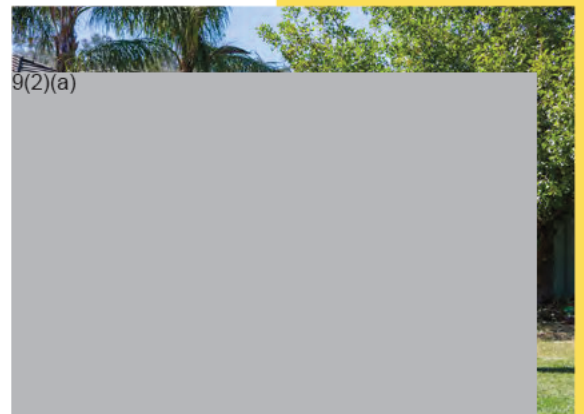


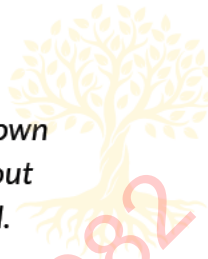
Questions 3-5: Leadership and community continued...

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.

Attendance continued:

- We know that happy and engaged children are much more likely to attend school. Twin Oaks Classical School will be intentionally shaping both the physical environment and culture of the classrooms to be a welcoming and inviting space of learning. We place a high value on each child and will treat them with dignity. Our staff will be focused on building strong relationships with every child to ensure they feel seen, known and valued. If children know their contribution to the class matters and is important to the group, they are more likely to want to attend.
- Twin Oaks will be taking a pro-active strategy to preventing attendance issues by facilitating strong relationships between families. This looks like enjoyable whole family events once a month, e.g. beach day, bush walk or picnic at Cornwall Park. Regular fun events create space for children and whānau to form close connections and become a supportive community. We know when this happens car-pooling occurs, and families help each other to get their children to and from school. Families begin to recognise needs around them and naturally help one another. E.g. when a family has a new baby, another mum offers to take their older two children to school and starts a meal roster to support the family during this big change.
- Unexplained absences will be followed up the same day to check where the child is.
- Attendance will be part of the Partnership Agreement and if this becomes a concern then the Family Pastoral Care Lead will call a meeting with the family to plan how best to support them in getting their child to school. We can identify any relational, environmental or physical challenges that might be contributing to a drop in attendance. An action plan will be implemented, tracked and reviewed.
- High expectations will be set and reinforced through clear and open communication with families. We would like to give them visibility of their child's attendance rate through the LMS/E-portfolio for their child. This will help them see if their child's attendance rate is becoming problematic.
- 9(2)(ba)(i)
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Questions 3-5: Leadership and community continued...

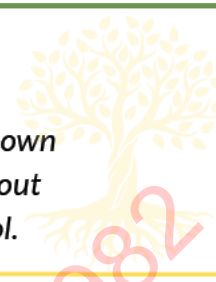
5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.

We have consulted widely with parents, educators and other stakeholders. Thus far, this consultation has confirmed that what is being planned is meeting the expectations of those who have been consulted. Parents were evenly split on which three days to be in the classroom so we have opted for the in-school days to be Monday, Tuesday and Wednesday to allow learning momentum to build from the start of the week. Where a public holiday falls on a Monday, school days will move to Tuesday, Wednesday and Thursday. Some parents want an earlier pick-up time of 2pm for younger children and we will take that into account.



STAKEHOLDER 1 PARENTS

<p>Twin Oaks engagement</p>	<ul style="list-style-type: none"> • Multiple surveys • Website and social media notices • 9(2)(ba)(i) • Community Meeting • Phone calls/emails
<p>Stakeholder needs and wants</p>	<p>9(2)(b)(ii)</p>
<p>Twin Oaks responses</p>	<ul style="list-style-type: none"> • Creating a partnership model giving three days of classroom instruction and two days with parents as the teacher at home • Providing a fee free Charter school • Opening in 2025 in a short – medium term central location. 9(2)(b)(ii) • Plan and deliver a rigorous Classical Charlotte Mason Curriculum • Provide a programme that fosters Christian virtue • Create a calendar of events which foster community. E.g. Monthly Friday family field trips • Continue to share the curriculum, year level schedules, book lists and timetables with families. Provide room for regular consultation.



Questions 3-5: Leadership and community continued...

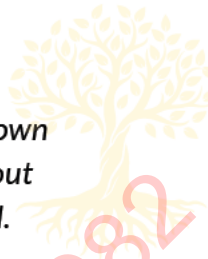
5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.



STAKEHOLDER 2 EDUCATORS AND STAFF

<p>Twin Oaks engagement</p>	<ul style="list-style-type: none"> • Communicating our model to teachers to help them see the attractions of a more enjoyable/sustainable way of teaching and learning • 9(2)(ba)(i) [Redacted] • 9(2)(ba)(i) [Redacted] • Email updates seeking teachers • Community meeting announcement • Word of mouth at this point until formal opportunity to advertise • Received calls and emails to discuss work at Twin Oaks
<p>Stakeholder needs and wants</p>	<p>9(2)(b)(ii) [Redacted]</p>
<p>Twin Oaks responses</p>	<ul style="list-style-type: none"> • Provide PD for staff on the Classical Charlotte Mason curriculum • (<u>Circe Inst. Charlotte Mason Inst. Classical Academic Press.</u>) • Onboard new staff providing PD on how to teach in a hybrid model, processes for communicating with parents and partnering successfully • Provide high levels of pastoral care and support for staff to ensure they are happy and enjoying their role at Twin Oaks • 9(2)(b)(ii) [Redacted] • Create regular times for reflection on how the model is working and where changes need to be made • Create a culture of celebration so teachers and staff can enjoy the small wins along the way and feel their work is being valued • Create a culture which encourages and builds up staff and treats all staff with equal dignity no matter their role

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Questions 3-5: Leadership and community continued...

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.



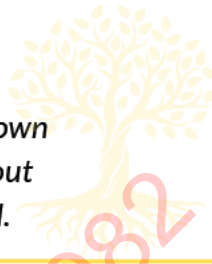
STAKEHOLDER 3 CURRICULUM PROVIDERS

<p>Twin Oaks engagement</p>	<ul style="list-style-type: none"> • Zoom meeting with international supplier to problem solve shipping costs. • Called local suppliers of the international curriculum we are wanting to use. • Forming relationships with key providers.
<p>Stakeholder needs and wants</p>	<p>9(2)(b)(ii)</p>
<p>Twin Oaks responses</p>	<ul style="list-style-type: none"> • Detail which products we need and by what time. Provide a map of what we are likely to need going forward so they can prepare in advance and reduce the risk of delays. • Make ordering curriculum a priority piece as soon as we secure a contract. • Establish strong working relationships with international suppliers by continually having a posture of gratitude for their support.



STAKEHOLDER 4 SERVICE PROVIDERS

<p>Twin Oaks engagement</p>	<ul style="list-style-type: none"> • 9(2)(b)(ii)
<p>Stakeholder needs and wants</p>	<ul style="list-style-type: none"> • 9(2)(b)(ii)
<p>Twin Oaks responses</p>	<ul style="list-style-type: none"> • Make final evaluations on which SMS/LMS serves our hybrid model the best and sign the contract on confirmation.



Questions 3-5: Leadership and community continued...

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.



STAKEHOLDER 5 BUILDING OWNERS AND TENANTS

Twin Oaks engagement	<ul style="list-style-type: none"> 9(2)(b)(ii) [Redacted]
Stakeholder needs and wants	<ul style="list-style-type: none"> 9(2)(b)(ii) [Redacted]
Twin Oaks responses	<ul style="list-style-type: none"> 9(2)(b)(ii) [Redacted]

Risks to Twin Oaks Classical School and how we plan to mitigate these:

Risk	Detail and mitigation
Venue size	9(2)(b)(ii) [Redacted]
Adjacent lease holders	9(2)(b)(ii) [Redacted]
Parent capacity and capability	9(2)(ba)(i) [Redacted] Our Partnership Agreement will outline clear expectations and reporting requirement. Our Families Pastoral Care Lead will play a key role in coaching parents through any hurdles to keep them on track.
Staff adjustment	Although the hybrid model is new in New Zealand, it is successfully deployed in multiple locations overseas and we are confident that with intentional support, and PD for staff and parents, this model can flourish here too.
Distance to School	9(2)(ba)(i) [Redacted] his risk is also mitigated by the fact that the school commute is only three days a week, not five.



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?

Twin Oaks Classical School will have positive impacts beyond academics and attendance:

Strong people of character with life-giving habits

In a noisy world of instant gratification, fast paced technology and fragmented attention the work of forming a strong character and life-giving habits takes years of intentional focus. Twin Oaks Classical School is committed to supporting parents in the worthy work of helping children grow in habits of full attention, expressing gratitude, learning the art of quiet contemplation, reconciling with others, participating in service, practicing optimism and the ability to persevere even when tasks are challenging. These will help the child's spiritual life to flourish. Children with well-ordered hearts and minds are more like to make a positive contribution to society.

Love of nature and time in the outdoors

Twin Oaks graduates will have spent considerable time immersing in outdoor adventures through our Families events run each month, the Duke of Edinburgh's Award programme and a focus on observing, drawing and documenting the physical world. People who spend considerable time outdoors are likely to experience better mental health and we hope that our pupils will grow a love for the outdoors leading to a lifetime of getting into nature and fostering a desire to take care of the natural world.

Self-Managing

Our model promotes increasing independence and by the time pupils reach the last two years of their Diploma programme they will be expected to map out their own work day. The diploma program offers large amounts of flexibility and looks less like a large class of children moving through a set timetable and more like a child allocating when to complete their set assignments. This is more reflective of real world living and working.

Joy in music

Our students will have access to high calibre and personalised music lessons through the support of 9(2)(a)



Strong orators and valuable citizens

The Classical pedagogy seeks to prepare students to be fluent thinkers, fluent writers and finally, fluent orators who are coherent and persuasive. They are trained in formal logic helping them to think clearly and formulate well-reasoned ideas. These oratory skills coupled with a strong moral character will promote citizens who can respectfully disagree whilst maintaining the dignity of the person holding differing opinions to their own. Graduates of Twin Oaks Classical School will have repeatedly immersed in the importance of treating all people honorably, no matter what their point of view, behaviour or beliefs. The way a person treats others speaks directly to their character.



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?

Twin Oaks Classical School will contribute to the wider school network in several ways:

Replicate the model around New Zealand

There is a resurgence of Classical education happening around the world. It is a time-tested and a well-established pathway that promotes academic and social-emotional success. 9(2)(b)(ii)

[Redacted text block]

We think it's a valuable tool that allows schools the flexibility of teaching the curriculum and pedagogy that is important to their special character while giving pupils access to international universities.

9(2)(b)(ii)
[Redacted text block]

Provide visibility on a different model of Education

As an accredited international school, we will be able to feed into the national conversation around qualification options and the international scene. We also hope to add to the global conversation around innovation in education and believe we could provide a dynamic case study for researchers to follow. 9(2)(ba)(i)

[Redacted text block]

Service to the wider community

Our High School students will participate in the Duke of Edinburgh's Award which includes a community service component. This will have an immediate benefit to the groups who are in receipt of volunteer time, but long-term we hope it will help develop adults of character who will contribute to their communities and feel confident interacting with a variety of people.

Refresh and retain excellent teachers

Our model keeps teachers fresh by providing greater work/life balance and a pedagogy that doesn't demand long hours of prep outside of the classroom. This model makes for an enjoyable, sustainable, rewarding career in teaching that is done in genuine partnership with committed parents. We will also be providing training with international providers in the Classical and Charlotte Mason pedagogies, which will increase our staff's knowledge base and be beneficial to any mainstream schools they might move to.

Establish another pathway to university through the International Diploma

Twin Oaks Classical School will bring another well-established international qualification to New Zealand which will pave the way for other schools to consider. Currently this option only seems to be available through one online, private school.



Truth, beauty and goodness will hold the attention of a soul.
Christopher Perrin



Questions 6-8:

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

The one constant for our children is that they will experience constant change as they grow up. In particular, technologies are developing and converging rapidly, making it impossible to predict which skills will be required of our workforces in the future. The best way to prepare them to thrive in this uncertain future is to foster a resilient mindset, a fortitude of character, optimism, team-working and collaborative skills, along with the ability to think both logically and creatively at the same time. Children who have developed habits such as being able to focus and pay attention, persevere under pressure, problem solve and give their best effort will grow into adults who are highly sought after and able to lead well.

The Classical Charlotte Mason pedagogies naturally focus on developing these traits and competencies within the children, rather than teaching a precise set of skills which may become redundant in the future. These approaches also foster the competencies necessary for moral leadership and children who have spent years pondering the successes and failures of past generations through our strong history curriculum will naturally be able to analyse options, consider trade-offs and risks, and hopefully make wise choices in every sector of society.

The Classical Charlotte Mason pedagogy is integrated in that the work a child is doing to access the new knowledge is simultaneously forming their character and way of being in the world. Twin Oaks Classical School is intentional about the way students learn because we know how much this shapes their habits, attention span and ability to persevere through difficult circumstances.

The Classical tradition begins with the end in mind because it seeks help children grow in wisdom and virtue by immersing them in all that is good, true and beautiful by means of the seven liberal arts.

The two key roles of Twin Oaks Classical School is to pass on a strong body of knowledge, and to cultivate a person who has life-giving habits that cause them to flourish in all the unique talents and gifts particular to them. For this reason we delay technology use till the later years. Twin Oaks will produce students who have had a chance to learn the habit of focusing and attending to what is in front of them. Fragmented attention combined with an inability to give sustained effort in one direction is becoming a challenge in our culture.

As a child repeatedly looks closely at art, listens carefully to various composers, takes time to observe and draw nature around them, regularly listens to quality literature and narrates back orally or in written form, they are learning the habit of attention and cultivating wonder. This integrated, careful pedagogy gives them both a strong body of knowledge and forms key competencies and habits that foster whole-life flourishing.

The culture of Twin Oaks Classical School will be built on our belief that every person is created in the *imago Dei* (image of God) and is worthy of honour, love and opportunities to flourish. We hope that our students will internalise this culture and show the same respect to everyone they meet.

9(2)(a)



Questions 6-8

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

Practical ways Twin Oaks will prepare students for life in Aotearoa and beyond:

- In order to become accredited as an international school with the ACS - WASC, we have to demonstrate that we are preparing our students for life in a globally connected world, which includes being able to relate well with people from other countries and backgrounds - along with a working knowledge of technology and familiarity with global events and issues.
- We will actively promote a 'growth mindset' across all ages in the school which will develop resilient adults able to cope with pressure.
- Our International qualification opens up multiple pathways around the world after school.
- The High School students in years 10-13 will participate in the Duke of Edinburgh's Award programme which will naturally develop their confidence, self-reflection and community service ethic.
- As a school that is only in the classroom three days a week, there is plenty of opportunity for students to develop their confidence and skills in external outdoor environments and sports.
- Our regular family field trips will expose the children to plenty of adventures and learning opportunities outside the classroom and with people from all walks of life.
- As a Charlotte Mason school, Nature Study lessons will be a regular part of our programme, building children's direct relationship with the natural world, its flora and fauna, and promoting careful stewardship of the Earth.
- Mixed-age classes are more representative of life in the 'real world'. Older children will have greater opportunities for leadership and care of younger children, and younger children will build genuine relationships with role models.
- Our formal teaching of Logic in the middle years, and Rhetoric in the High School years, should develop our students into adults who can reason coherently and debate and discuss different points of view in a sensible manner.
- The self-managing nature of the High School will prepare students for success at work and tertiary study.
- Our delayed use of screens in class will help foster valuable character traits including the capacity to focus and pay attention.
- We believe that a Liberal Arts education will develop adults who are empathetic to others who have different backgrounds, values and beliefs. Firstly, our pupils will read extensive fiction, and this has been proven to increase empathy as fiction readers become adept at imagining what it is like to walk in someone else's shoes. Also, our curriculum will feature plenty of history and geography, as well as biographies: children will learn that life is complex and every nation's story is a mix of the shameful and the beautiful.
- All students will learn Te Reo Maori to some degree each year. They will become familiar with many aspects of Te Ao Maori and gain a good grounding in New Zealand's story - knowledge which is essential for all future leaders in Aotearoa.

9(2)(a)



Questions 6-8

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

Parents are choosing Twin Oaks Classical School because:

- They recognise that their children's hearts and minds are formed by what they repeatedly do and repeatedly think about. They know that Twin Oaks Classical School seeks to help children grow in wisdom and virtue by immersing them in all that is good, true and beautiful by means of the seven liberal arts. Whānau understand their children will be given a strong body of knowledge and be encouraged to cultivate life giving habits that cause them to flourish in all the unique talents and gifts particular to them. The dual emphasis on knowledge and character formation is very attractive to families.
- They want to send their children to a hybrid school that empowers them to be an integral part of their child's education. Three days in the classroom with formal instruction followed by two days of at home learning is currently not an option in Aotearoa New Zealand.
- They want a Classical Charlotte Mason curriculum and this is presently only available to home-schoolers.
- They want their children to have formal academic instruction and retain the freedom to educate their children at home on important matters connected to their family values, heritage, culture or beliefs.
- They want to give their children an international qualification that provides entrance to universities around the world, whilst also keeping the continuity of a Classical Charlotte Mason Education from years 1-13.
- They appreciate the opportunity to participate in AP exams that broaden their child's future academic pathway and allow them to take targeted classes of interest.
- They can have the balance of maintaining a career whilst also providing input into their child's education at home.
- They value more quality time with their children in the formative years which promotes healthy relationships and flourishing adults.
- They see value in a close community of people who are invested in the children and committed to attending school wide field trips and adventures together.
- Twin Oaks Classical School values time outdoors and creates time for this in the daily timetable, monthly family excursions and through doing the great walks of New Zealand through the Duke of Edinburgh programme. They want a healthy way of life for their families that fosters connection and lifelong memories.
- They have a detailed understanding of what is being taught and how the learning takes place in the classroom. Those that attended our community evening participated in specific lessons that the children would be experiencing to help them feel what their child's education would be like. This is a time-tested, well established pathway that parents can have confidence in. It is not something we are trialing on their children, but its methods are proven over hundreds of years.
- For many of our families with multiple children private education is not financially viable. A charter school model supports these families in accessing a Classical Charlotte Mason education they desire for their children.

9(2)(a)



Questions 6-8

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

What are parents drawn to?

“(9)(2)(a) and have found the Classical Charlotte Mason approach effective in cultivating citizens who value virtue, hard work, and nuanced thinking skills.” (9)(2)(a)

“Classical focus - vigorous education. Value of the person. More time at home. Formation of character & values. No separation of faith and education.” (9)(2)(a)

“My own research has led me to believe the Charlotte Mason and Classical methods offer the best approach to a rigorous academic education, and also the most beautiful, story-rich education - one that shapes the children’s loves and loyalties towards their Maker.” (9)(2)(a)

“I like the idea of logic, rhetoric and critical thinking forming a basis for the curriculum at developmentally appropriate levels. I think a strong appreciation of history is very important to give people the ability to consider current ideas. A well-thought through curriculum, rather than an ad-hoc changing, frequently contested curriculum is very attractive.” (9)(2)(a)

“I am a huge fan of Miss Mason’s work and (9)(2)(a)

A
classical Charlotte Mason school is my dream.” (9)(2)(a)



“The loving, safe community. The rich literature. The focus on writing and speaking well and debate. Love low-tech.” (9)(2)(a)

“The values, the freedom to spend more time with the family, low tech, good friendships.” (9)(2)(a)

“Books! Good literature & the pursuit of virtue.” (9)(2)(a)

“A partner in their learning, not just a bystander.” (9)(2)(a)



Questions 6-8

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

Data from our survey:

9(2)(ba)(i), 9(2)(b)(ii)





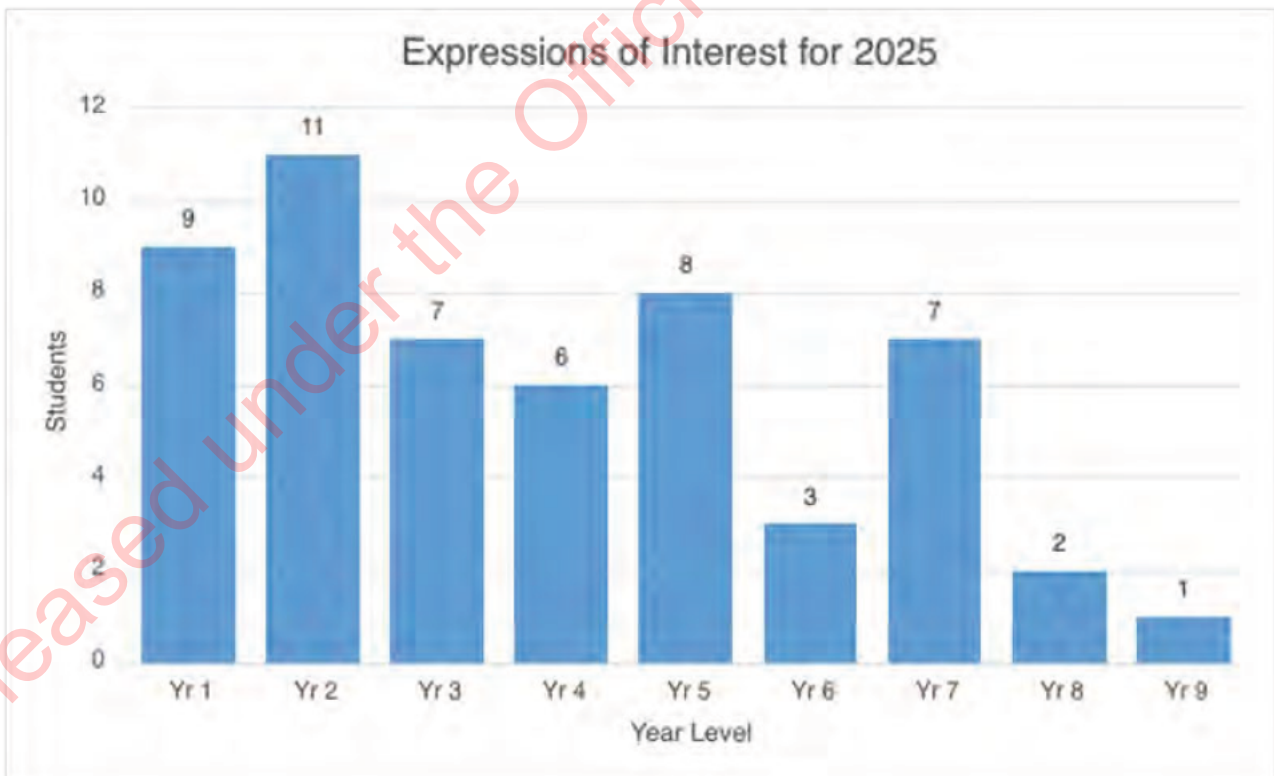
Questions 6-8

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

Applications showing interest in enrolling for 2025

Twin Oaks Classical School recognises that the establishment year is critical to the ongoing success of this Charter. This makes enrolling families who understand our pedagogy and philosophy in 2025 high priority in order to build a strong foundation and a culture that new families can be welcomed into in subsequent years. To facilitate this, each parent will complete a partnership agreement recognising their role in the ongoing progress of their child’s learning at home.

We are encouraged to have 54 applications expressing interest in starting 2025. Starting small is essential for establishing strong systems and a thriving culture from which partnership model can thrive. We hope to grow the roll significantly in 2026 and invite more pupils into strong learning community.



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

Readiness factor	What we have in place / have planned	Notes/references
Staffing and payroll	<ul style="list-style-type: none"> Identified candidates for key roles including Chief Executive and Families Pastoral Care Lead 9(2)(ba)(i) 9(2)(b)(ii) Job descriptions being drafted Legal support ready to assist with staff contracts 	<ul style="list-style-type: none"> See diagram overleaf to further explain staff proposal. 9(2)(b)(ii) See appendices for role descriptions
Finance	<ul style="list-style-type: none"> 9(2)(b)(ii) Financial reporting framework in place 	<ul style="list-style-type: none"> www.schooldocs.co.nz
Curriculum	<ul style="list-style-type: none"> 9(2)(b)(ii) Whole-school plans created for Arts, Music, Nature Study, PE and enrichment. Precise plans to be finalised in December once staff in place so experts can review. Community events calendar in place for 2025 	<ul style="list-style-type: none"> 9(2)(b)(ii)
Roll	<ul style="list-style-type: none"> To date we have received 54 applications for children aged 5 - 13 to enrol in 2025. We intend to start small to establish a strong culture that makes the partnership between teachers and parents successful. 	<ul style="list-style-type: none"> The majority of families applying to enrol their children attended our community information evening
Health and safety	<ul style="list-style-type: none"> Engage SchoolDocs for model policies across all areas Parent-School Agreement written - to be approved by the Board Risk Assessments to be carried out in December Any facility upgrades necessary for health and safety carried out in December/January 	<ul style="list-style-type: none"> www.schooldocs.co.nz



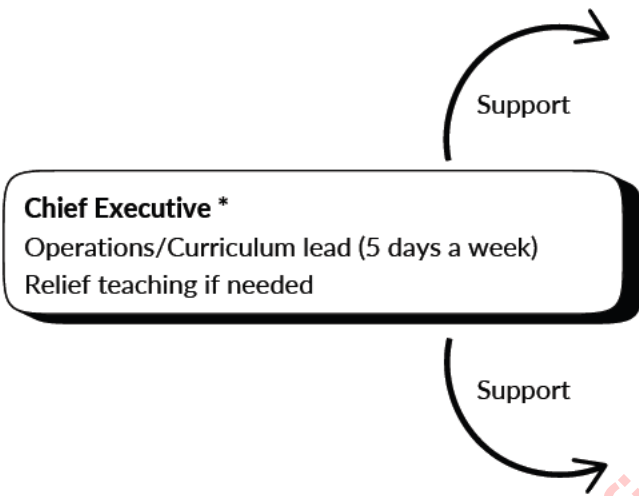
Questions 9-10: Readiness to open

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

We have determined the following key roles and have identified a number of candidates.

9(2)(b)(ii), 9(2)(ba)(i)



* Candidate identified
+ To be advertised

See our role descriptions in the appendices. Some staff members may have more than one role within the school and their contracts will reflect this. With the exception of the Chief Executive, staff will work across multiple classes throughout the week. This would occur when specialist teachers are brought in during afternoons.



Questions 9-10: Readiness to open

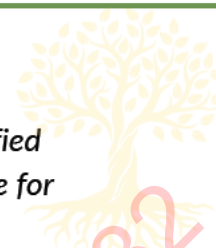
9. Demonstrate your readiness to open for Term One 2025 (or the term that you have specified for opening) by showing across the following establishment areas, what you will have in place for students to be welcomed for learning in Term One 2025

A) Staffing

We have determined the following roles will likely be needed from term 1 2025 and have identified a number of candidates. Our core teaching team will be 75% registered teachers (excludes the CE).

Role	Key responsibilities	Status
Chief Executive	9(2)(b)(ii), 9(2)(ba)(i)	
Families Pastoral Care Lead		
Class Teacher		
Subject Specialists		

- On the two home-learning days, parents will have an on-call teacher available to phone to discuss any immediate queries or concerns.
- We will run a highly collaborative team and in our foundation year all staff will personally get to know all the children.
- Some of our candidates who are registered teachers are currently in the process of renewing their practicing certificates.
- The Chief Executive will work five days a week. Most other staff will work part-time.



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

B) Finance

9(2)(b)(ii)

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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

C) Curriculum

The Twin Oaks Classical school curriculum is based on two time-tested pedagogies: Classical and Charlotte Mason, and adapted to thrive in the 21st century New Zealand context. Though distinct, these methods naturally complement each other as they both emphasise the role of children in their own learning; studying the liberal arts including Logic; learning history chronologically with a deep knowledge of classical civilisations; learning Latin; and immersion in high-quality literature, to name a few.

We are confident that our curriculum will be ready to implement from day one of opening. So far we have:

9(2)(b)(ii)



9(2)(a)





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

D) Roll

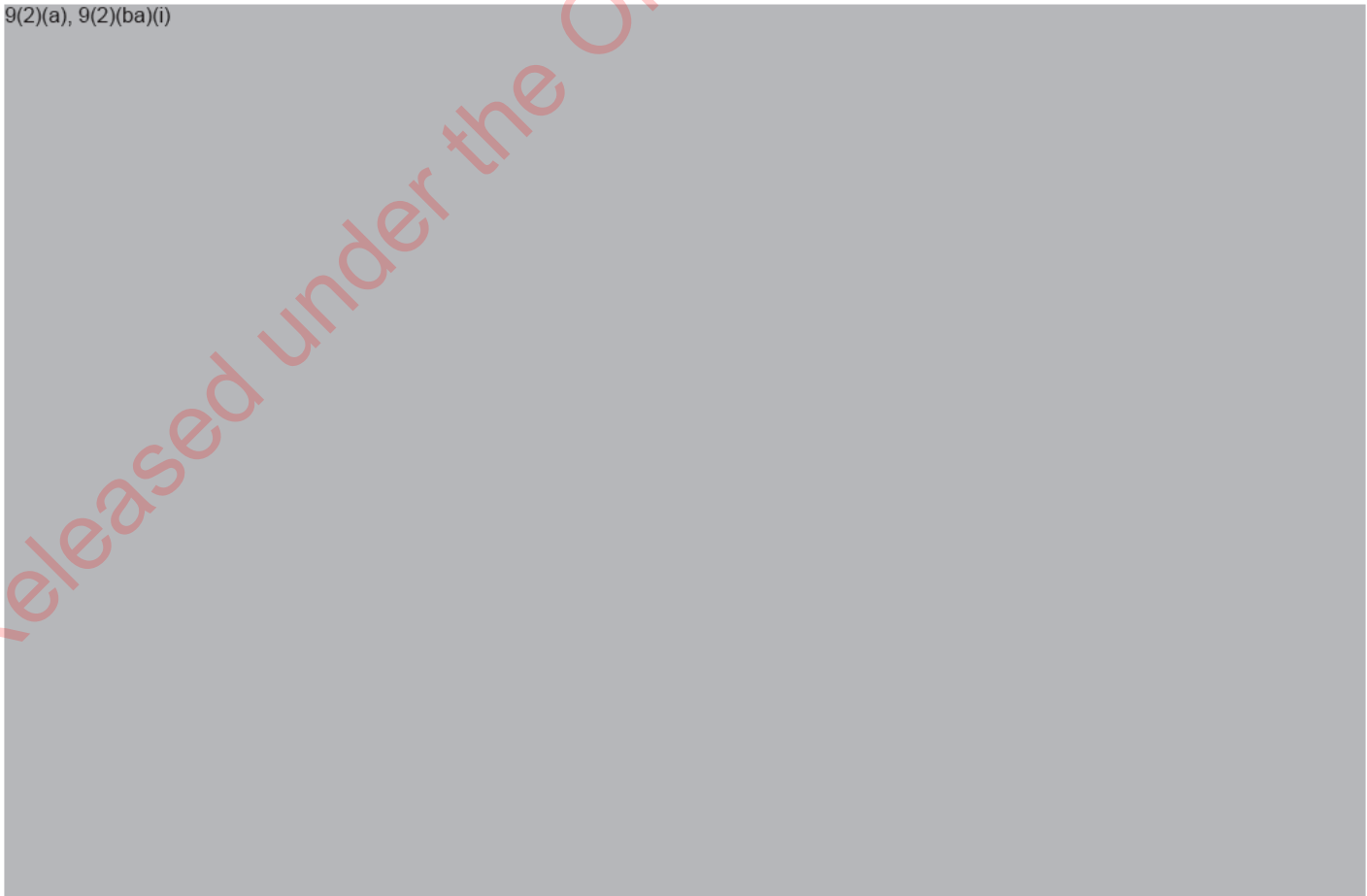
Twin Oaks recognises the importance of creating a strong school culture from the outset. This requires skilled staff and starting with a roll of about 45 pupils. Effective processes for partnering with parents can be embedded in 2025 to help create a thriving, connected culture. Establishing a strong foundation in 2025 will allow us to grow to 75 - 80 in 2026 and welcome new pupils into highly functioning partnership model.

Thus far we have already received applications for 54 children hoping to enroll in Twin Oaks Classical School in 2025.

We understand that families who choose to enrol with us are agreeing to take an active role in their children's learning, therefore it is essential we onboard families that are committed to at-home learning. At present nearly half of our stakeholders and applicants are currently homeschooling, thus demonstrating that they are very willing to take responsibility for their child's learning.

We have examined the stipulations for Charter School enrollment in the Education Training and Amendment Bill and understand the requirements for enrollment .

9(2)(a), 9(2)(ba)(i)



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

E) Health and Safety

Twin Oaks Classical School will engage the services of SchoolDocs to provide us with model, legally compliant and up-to-date policies.

SchoolDocs currently serves more than 80% of New Zealand schools and will enable us to get a robust set of policies in place for term 1. Our policies and procedures will be hosted online with the capability for staff and parents to submit comments on specific policies when they are under review. This is one further way we can ensure the views of our primary stakeholders and partners – parents – are taken into account.

The Board will review policies regularly in line with the schedule recommended by SchoolDocs though the Principal is duty-bound to inform the board if an incident arises that is not covered by any of the policies so that it can be promptly reviewed and amended. The Board will nominate one trustee to champion Health and Safety and monitor its implementation within the school through an annual monitoring visit.

The suite of template policies are adapted to suit individual schools and there are four areas that the board will devote particular time to in this regard:

Health and physical safety within the main premises at 300 Great South Road

- This will include assessing any risks to adults and children inherent in the building and its facilities and taking steps to mitigate these; identifying exits; fire safety protocols already in place for the building; car park safety; use of any outdoor space adapted for play; use of the adjacent auditorium which we have been granted permission to use; and any risks around drop-off/pick up times.

Online and IT safety

- This will include safety for staff and children when learning in the classroom campus and the home campus.
- Our strategy for children not to use technical devices themselves in years 1-6 will reduce some of the risks, but not entirely.
- These policies will also cover protocols around sharing images of children on the school's online portal and on social media.

Education out of the classroom (EOTC)

- We intend to take the children to Cornwall Park at least once or twice a week in the afternoons for PE, games and nature study. We will undertake risk assessments and ensure all staff and children understand the procedures.
- In addition, our school calendar includes a monthly community outing which families will be expected to attend. We will detail lines of accountability and ensure parents understand the respective responsibilities of parent and school when attending.

Child protection

- We will ensure that our child protection policy reflects the fact that we will be in regular and close contact with parents due to the nature of our Charter as a partnership-based hybrid school.
- This will also encompass our strategies to promote health and well-being and prevent bullying and harassment of staff or students, with clear procedures for how we will handle incidents of bullying or discrimination.



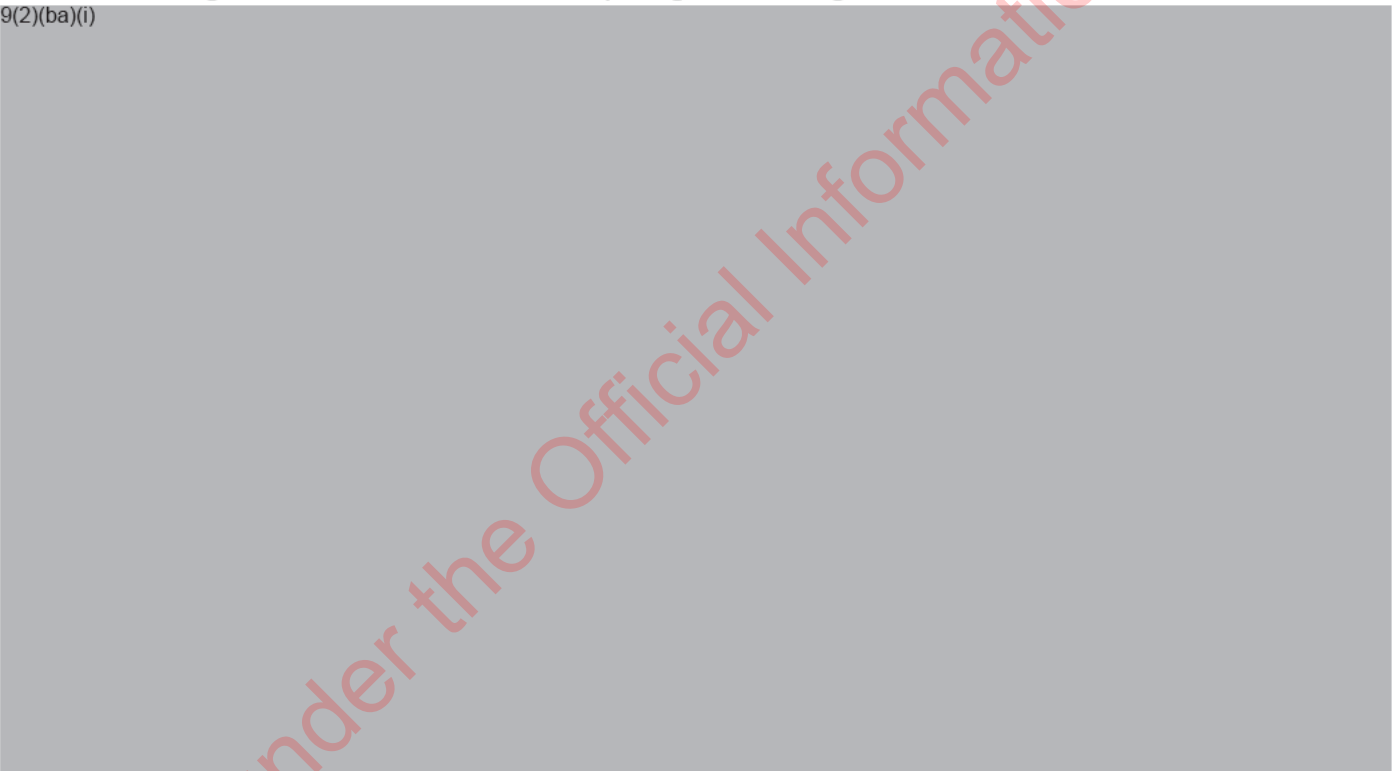
Questions 9-10: Readiness to open

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 1 2025:

The site for Twin Oaks Classical school is 300 Great South Road Greenlane. Our planning consultant has reviewed the Unitary Plan provisions relating to the site and Education facilities are permitted in the Business – Town Centre zone. However, resource consent is required due to the change of use of a site with access to an arterial road. To gain resource consent we are completing the following actions:

9(2)(ba)(i)



In addition to resource consent there are two other main work programmes we will complete:

1. *Compliance audit against relevant legal requirements including:*

- Building Act 2004
- Building regulations (New Zealand Building Code)
- Resource Management Act 1991 and District Plans
- Health and Safety at Work Act 2015
- Fire and Emergency New Zealand Act (2017)
- Statutory building requirements, standards and council bylaws

2. *Assurance audit against Ministry of Education Standards and requirements for School property design including:*

- Principal design standards
- Technical indoor environment design standards – Designing quality learning spaces (DQLS)
- DQLS acoustics
- DQLS indoor air quality and thermal comfort
- DQLS lighting and visual comfort
- Technical design standards
- Structural and geotechnical requirements
- Weathertightness design
- Fire safety design
- ICT infrastructure standards
- Electrical work in schools
- Toilet and changing space design for schools
- Fencing



Questions 9-10: Readiness to open

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:

B) Maintain your property and infrastructure within the funding allocation you will receive.

9(2)(b)(ii)

[Redacted content]

We have asset management expertise on our Board of Directors and they will ensure we have an effective asset management and capital replacement strategy in place. A RACI matrix is included below to show how we will effectively manage property and infrastructure within our funding allocation.

9(2)(ba)(i)

[Redacted content]

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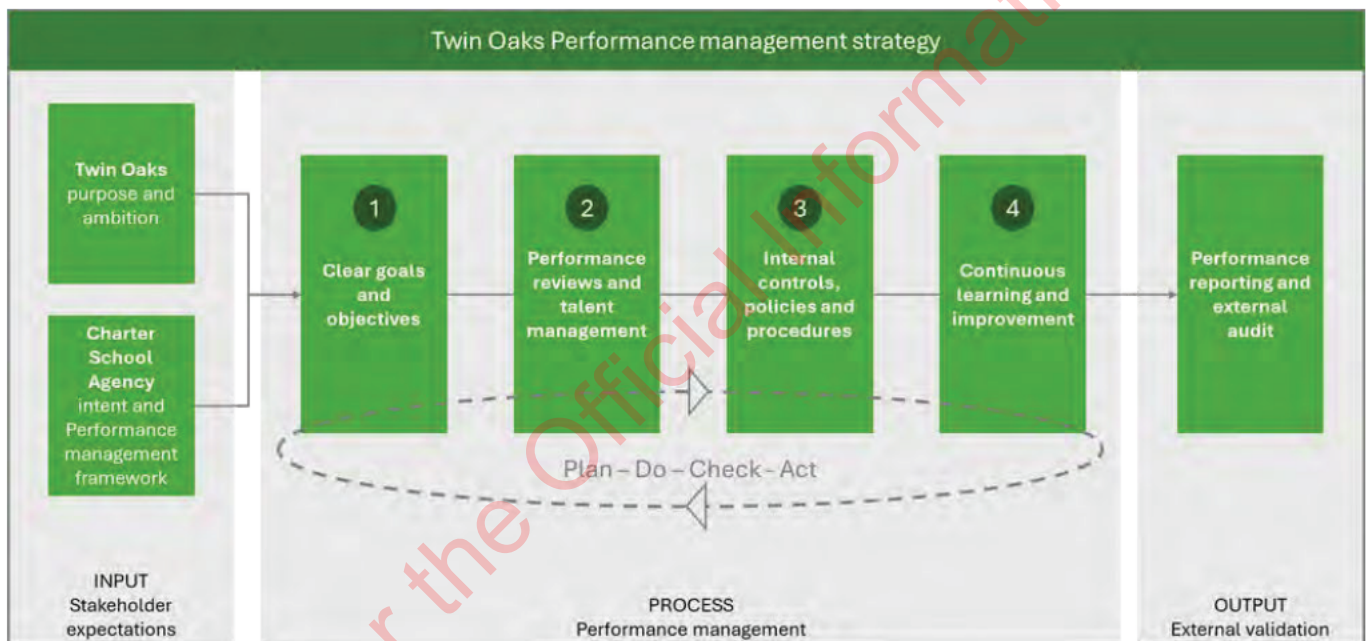
Questions 11-12: Performance and Longevity

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?

Our performance management strategy is based on four pillars that are continuously improved through a Plan -Do - Check - Act cycle (PDCA) to enable and monitor performance while managing risk. Each of the performance measures will be represented across the four pillars to drive accountability and we have listed specific actions for each of the measures below [split into A) monitoring performance and B) managing risk].



A) Monitoring performance Regular attendance at school

We will provide clear attendance data that demonstrates we are meeting the target and monitoring areas of concern by:

- Measuring attendance through regular tracking on our Student Management System and compulsory daily roll calls for all classes
- Including attendance goals in Individual Education Plans (IEPs)
- Monitoring attendance through live reporting and low threshold limits for escalation.

1. Day one absence requires a call with families
2. > 3 days absence in any one rolling calendar month requires a meeting with the student and parents and the Board to be notified

B) Managing risk Regular attendance at school

We will proactively identify risks and provide wrap around support for families who might need extra help getting their child to school by:

- Regular families events to create a community that supports each other to get their children to school
- Parents having a visual attendance tracker on their child's e-portfolio that gives them regular feedback on their child's attendance to keep it front of mind
- Our Families Pastoral Care leader speaking directly with families every two weeks and any attendance issues flagged being constructively addressed
- Early intervention through strong relationships which is core to our operating ethos
- Board receiving regular attendance data

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?

A) Monitoring performance

Primary years: Reading, writing and mathematics

We will ensure our learners are at or above the expected curriculum level by:

1. **Structured Literacy Programme** implementing DIBELS. (Dynamic indicators of basic early literacy skills)

- DIBELS provides feedback concerning the effectiveness of our structured literacy programme. Twin Oaks Classical School is committed to the time-tested method of teaching phonics. This is why we will be choosing a mastery based, systematic literacy program that builds in regular review. We are currently investigating UFLI (University of Florida Literacy Institute) because it has clear sequential lessons to support both the teacher and parents at home. These programmes enable regular formative assessment and provide parents key performance indicators tracked through our student e-portfolio.

(continued on next page)

B) Managing risk

Primary years: Reading, writing and mathematics

We will regularly use the DIBELS set of procedures and measures for assessing the acquisition of literacy skills.

DIBELS was developed to measure recognised and empirically validated skills related to general reading outcomes. Each subtest has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development.

(<https://dibels.uoregon.edu/about-dibels>)

- Twin Oaks Classical School will have a strong emphasis on giving students the tools for learning. The Grammar years of Classical education lay firm foundations through structured literacy and a timetable that is weighted towards literary-based learning.

Early identification of academic issues/risks:

Each child will be required to complete an entrance test so we get a baseline understanding of skills that children start with. This also enables us to identify where the gaps in their learning are. DIBELS will also be helpful for this in the early years.

Students and whānau will be interviewed before they sign their enrolment form to ensure they understand their partnership responsibilities for the at-home learning days. This will also enable us to discuss any learning issues or neurodiversity present that requires Twin Oaks support.

All these touch points help us to build a profile of the learner coming to our school and the support they will need - working to prevent and catch issues early.

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?

A) Monitoring performance

Primary years: Reading, writing and mathematics

2.. Structured mastery based Mathematics

Mathematics is another subject that gives children essential learning tools to thrive in life and future studies. We are going to use a math curriculum that provides all the instructions in the workbook (no extra teaching workbook) so that there is a smooth transition between the classroom and home learning environments. 9(2)(b)(ii)

[Redacted]

9(2)(ba)(i)
[Redacted]

Parents will be able to use support videos and access content to assist them online in the teaching of their child at home. This simple yet rigorous curriculum will give our students a strong grounding in math and a clear way for us to track progress as they complete each year level of work. The weekly formative feedback gained through 9(2)(b)(ii) will culminate in a summative assessment using the P.A.T.

B) Managing risk

Primary years: Reading, writing and mathematics

Regular use and analysis of **PAT testing (Progressive Achievement Tests).**

PATs are standardised multi-choice tests developed specifically for use in New Zealand Schools. There are PATs to assess students' Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary.

(<https://www.nzcer.org.nz/assessments/pats>)

Risks of underperformance can be identified through summative feedback for students in years 3-9. The key areas we will use this testing in are: Mathematics, Reading Comprehension, Reading Vocabulary, Listening Comprehension, Punctuation and Grammar.

This summative feedback will help us identify where our students are meeting or exceeding national averages and what areas need more focus in our teaching program.

9(2)(b)(ii)
[Redacted]

9(2)(a)
[Redacted]



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?

A) Monitoring performance

Year 10-13: High School Diploma Programme

We are excited to pioneer the US High School Diploma pathway as a qualification option for the New Zealand state schooling sector, and we recognise that it may not be well understood. We plan to open to our first cohort in 2026, giving us 2025 to prepare the curriculum and staff required.

Unlike the NCEA, the US Diploma is awarded at the end of the four year High School period (years 10-13 in New Zealand). It acts as a portfolio of all that students have learned and achieved during this time. Students typically graduate with between 24 and 30 credits, and it is our intention that Twin Oaks students will graduate with between 28 and 30 credits after four years with us.

This pathway offers significant flexibility in how learning is delivered and assessed, as evidenced by the development of the Mastery Transcript Consortium in the US which enables member schools to award credits and grades based on inter-disciplinary project-based learning, or mastery learning, alongside the more traditional forms of measurement. The flexibility of the US pathway appeals to us because we can adapt a Classical Charlotte Mason pedagogy into this framework whilst also providing meaningful grades to students and a qualification that can gain them entrance into New Zealand and global tertiary institutions.

How learning is measured in the US Diploma

There are several ways that students can achieve credits and these are measured differently. Twin Oaks will employ all of these at different times and for different students.

1. **Mastery credits:** where students aim to master a specific body of knowledge. We will utilise this route for maths, some sciences and languages.

2. **Exposure:** students are internally assessed and are recognised for the work of learning they have done, rather than achieving a pre-determined outcome. For example: in the Humanities, students will be recognised for reading and reflecting on high-level literature, though still with clearly defined outputs e.g. written narrations and essays; in the Creative Arts students will be recognised for participating in a programme and completing assignments.

3. **Time-based:** some credits are awarded on the basis of time (usually 120 hours per year) and can work well for some subjects such as service in the Duke of Edinburgh's programme or Physical Education. Thus the student's effort is recorded and recognised.

4. **Project:** students can earn a credit for completing a cross-subject project of significant scale. ^{9(2)(b)(ii)}



5. **Combination:** some credits can be earned through a combination of the above approaches.

- In addition to the 28-30 credits our students will earn, their Diploma Transcript will also include further achievements such as sporting milestones, music examinations and the Duke of Edinburgh's Award which we will require all our students to work towards.
- Students can also achieve honours level grades (beyond A+) in subjects where they have worked at an undergraduate level or above and beyond the course requirements. Our programme will expect most students to achieve honours in the humanities and literature, in keeping with our focus as a Liberal Arts school.

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?

External examinations

The US qualification also gives students the opportunity to sit Advanced Placement (AP) exams, which are subject-specific, completed in year 13, and are required for some university courses as an entrance requirement. Once we are accredited through the ACS -WASC, we will be in a position to apply to the College Board in the US to administer these exams to our students. They are currently transitioning all of their exams to a digital format so they can be sat anywhere in the world. At the end of year 11 we will consult with student and parents to determine if it would be good for the child to study towards one or more of these exams, ready for them to commence study in semester 2 of year 12, with the exams being sat globally the following May. All AP exams will be marked and grades will feature on the student's transcript.

Information about AP exams can be found here:
<https://apstudents.collegeboard.org/courses>

Finally, students who wish to attend university post-school will likely need to sit the SAT exam which measures key competencies in numeracy, literacy and reasoning to demonstrate a student's readiness for university-level study. We will begin preparing our students for this in years 12 and 13 and will arrange for them to sit the exam at the Auckland testing centre (currently Kristin School).

B) Managing risk

Year 10-13: High School Diploma Programme

International moderation and oversight

As detailed in our stage 1 application, Twin Oaks Classical School has already opened conversation with one of the oldest and most well-respected bodies with authorisation for accrediting schools in the US and international schools abroad - the Accrediting Commission for Schools, Western Association of Schools and Colleges.

They are ready to work with us as soon as we set the accreditation process in motion. In order to meet their standards we will need to ensure that our High School programme meets their expectations, including our plans for assessment and grading. The accreditation process will provide plenty of checks and balances to manage risk and they will provide us with standard reporting tools used in the US so that a Diploma from Twin Oaks meets international expectations. We have already begun preparing our curriculum and approach for the 2026 cohort and look forward to the external moderation that our membership of the ACS - WASC will provide.

A key feature of our programme will be individual flexibility to provide a bespoke learning plan for each student within the scope of our Classical Charlotte Mason pedagogy. Students will be invited to complete three elective subjects over their time which can be areas of personal interest.

Prior to opening our Diploma programme in 2026, we will establish an agreement with the CSA to implement an equivalent assessment to NCEA level 2 for our Year 12 pupils. This will include milestone assessments to ensure we keep all of our learners on track.

Out of scope

Over the page we have outlined the likely credit map for year 10/11 students. More personalisation will come in years 12/13.

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?

A) Monitoring performance

Financial health

Our monthly integrated reporting and decision cycle was detailed in our answer to question 2.

Two key inputs to the decision cycle are:

1. Our three-statement financial model which has already been built and tested. This allows us to track on a monthly basis:
 - Forecast operating surplus
 - Working capital ratio
 - Debt to equity ratio
 - Operating cash flow

Through scenario testing we are confident all metrics and ratios will remain comfortably within the target ranges.

2. Performance measures and student outcomes where our Student Management System will track live enrolments. This allows us to ensure we adjust and rectify any forecast enrolment variances before they occur.

B) Managing risk

Financial health

We have decided to engage a virtual CFO in the startup and expansion phases (year 0 - year 4) so we have an independent expert analysing our financial reports and alerting us to any areas of concern.

9(2)(b)(ii)

A) Monitoring performance

Financial probity

Pillars one and three of our Performance management strategy are vital to maintaining financial probity.

Pillar one: Clear goals and objectives:

- Success starts with recognising our company constitution and charitable purpose within our goals. The advancement of education is paramount and this correlates directly to the contractual obligations set by the Charter School Agency. This means our motivations are aligned and common reporting frameworks can be established.

Pillar two: Internal controls, policies and procedures:

- Our suite of policies and procedures will cover all financial probity measures and these will be reported against monthly at Board meetings.

B) Managing risk

Financial probity

Adopting a principle of transparency will allow internal probity audits to occur regularly and we will ensure our external auditors include specific measures from the Performance Management Framework in their scope.

Preventative measure will include:

- Dual signatures on all banking authorities
- Clear delegations of financial authority
- Regular update and review of the Conflict of Interest register
- Security protocols for commercially sensitive information
- Legal review of financial policies and practices



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?

A) Monitoring performance Standard minimum compliance

Teacher targets - 75% Registered teachers

We are already well on our way to building our foundation staff team for 2025 which will include 75% registered teachers. Beyond that we will aim to meet this target as we expand through the following strategies.

- Advertise through Education Gazette and other online portals.
- Advertise at community meetings/gatherings.
- Advertise through our database and our website
- Promote our school and its vision through social media to attract teachers.
- Provide specialist training and support for staff to become proficient in hybrid teaching.
- Clearly communicate the sustainable workload for teachers entering our hybrid, Classical Charlotte Mason model. Promote the benefits.

• 9(2)(b)(ii)

[Redacted text block]

B) Managing risk Standard minimum compliance

Teacher targets - 75% Registered teachers

Our main risk in maintaining registered teacher targets is turn-over. While we plan on starting each and every year at or above the 75% threshold, staff will from time to time leave the school for personal or professional opportunities.

9(2)(b)(ii)

[Redacted text block]

For all other Standard Minimum requirements our aim will be to exceed expectations on every metric so that any variance to plan brings us in line with the minimum rather than dropping below it. Our first line of defence will be our transparent and accountability driven culture but we will also put hard checks and balances in place to manage our most critical risks.

Monthly Board performance and compliance reporting will be available to the Charter School Agency or Ministry of Education and our annual self audit will be developed in collaboration with both agencies.

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Appendix 4

Role descriptions

Chief Executive

Key competencies required to lead Twin Oaks Classical School:

- Proven ability to lead in a team environment and to work effectively with multiple stakeholders including parents, staff, contractors and children.
- Business acumen and practical experience.
- Excellent communication skills.
- Experience of leadership in a school context.
- Strong organisational skills and the ability to manage multiple projects simultaneously.
- Strong knowledge of the Classical Charlotte Mason pedagogy.
- The ability to lead, equip and inspire teaching staff to deliver education of an excellent standard.
- Adaptability for pioneering a new model of education in New Zealand.
- The ability to lead and teach children of all ages.
- Passionate about fostering a strong community that truly values family involvement.
- Supportive of the special character of the school in the Christian tradition.

Primary Responsibilities:

- Provide strong leadership to staff and parents during the founding years of Twin Oaks Classical School, intentionally shaping the culture of Twin Oaks to ensure it lives out its values.
- Build strong working relationships with the Board, staff and pupils.
- Spend time teaching in the classroom each week or provide cover in emergencies.
- Recruit new staff and oversee PD
- Manage school finances and assets in line with the Board's policies and delegated authority
- Regularly communicate the vision and direction of the school to families both in person and via digital platforms.
- Oversee the daily, quarterly and yearly management of the school curriculum.
- Provide leadership on assessment and reporting.
- Set academic vision and map a clear pathway for teachers, students and parents to follow.

- Remain across current educational policy.
- Be actively involved in school excursions.
- Oversee the establishment of the High School offering.

Pastoral and Families Lead

Key competencies required to deliver Pastoral Care at Twin Oaks Classical School:

- Strong communication skills, written and verbal.
- Excellent emotional intelligence, capable of putting others at ease.
- Knowledge of the Classical Charlotte Mason pedagogy.
- Ability to support families and children both pastorally and in creating IEPs.
- Classroom teaching skills and flexible willingness to teach.
- Capable of holding challenging conversations with gentleness.
- Ability to shape school culture.
- Committed to the Christian Tradition and guiding principles of Twin Oaks.

Primary Responsibilities:

- Supporting families and teachers as they navigate the new partnership model.
- Being the primary point of contact for families to remove admin load from classroom teachers.
- Regularly meet with families and students to ensure all academic and emotional needs are being met.
- Supporting students, teachers and parents with children who have behavioural challenges.
- Supporting neurodiverse students and organising additional professional services/support.
- Planning and implementing initiatives that foster a strong Twin Oaks community.
- Teaching part time in the classroom.
- Building rapport with students, staff and families to provide a safe space to process their experience at Twin Oaks Classical School.
- Actively involved in field trips and outdoor excursions.

Appendix

Role descriptions



Class Teacher

Key competencies required to teach at Twin Oaks Classical School:

- Strong knowledge of or willingness to embrace the Classical Charlotte Mason pedagogy.
- Excellent communication skills, both verbal and written.
- Skilled at building rapport with families.
- The ability to plan, implement and review programmes of learning.
- Adaptability for pioneering a new model of education in Aotearoa New Zealand.
- Passionate about fostering a strong community that truly values family involvement.
- Teachable and capable of working across year levels.
- Capable of working with other professionals to support the learning of their students.

Primary Responsibilities:

- Plan and deliver a Classical Charlotte Mason Curriculum to a class of mixed-age learners.
- Implement the Trivium pathway in teaching.
- Foster a calm, ordered and nurturing environment for students to do the work of learning.
- Help students to establish strong learning habits.
- Build a classroom culture based on Twin Oaks Classical School key principles/values.
- Identify student learning needs and gain appropriate support.
- Communicate with families about work required on home learning days through the digital portal.
- Attend field trips on non-classroom days.
- Be available to support families with at-home learning.
- Plan and lead parent-teacher meetings.
- Complete RAMS for EOTC.
- Regularly lead children in an outdoor setting.
- Regularly do formative assessment and keep clear records of student progress.
- Write reports each term.
- Participate in ongoing professional development.

Personal Development Lead for Parents

Key competencies required to lead the Personal Development programme for parents:

- Strong working knowledge and experience of the Classical Charlotte Mason pedagogies.
- Excellent interpersonal skills.
- The ability to present material to adults in an engaging way.
- First-hand experience of educating one's own children in the home context.
- Commitment to the culture and vision of Twin Oaks Classical School, and especially the partnership.
- Ability to inspire parents and build confidence in their role as partners in the learning process.

Primary Responsibilities:

- Strategically plan each year's quarterly 'Pizza and PD' programme which will be an hour of personal development for parents to support them in their role as co-educators.
- Organise one event each term - plan and deliver content e.g. how to use the maths curriculum, phonics curriculum and making narrations effective
- Create regular coaching content for parents for the online portal
- Establish systems for families to engage in the at-home learning and coach them on how to use these systems
- Maintain a strong knowledge of the LMS/e-portfolio



Appendix

Role descriptions

Specialist Teacher

Key competencies required to teach at Twin Oaks Classical School:

- Expertise in a particular area of learning, either through qualification or experience.
- The ability to plan, implement and review programmes of learning.
- Excellent communication skills, both verbal and written.
- Skilled at building rapport with families.
- Adaptability for pioneering a new model of education in Aotearoa New Zealand.
- Passionate about fostering a strong community that truly values family involvement.
- Teachable and capable at working across year levels.
- Capable of working with other professionals to support the learning of their students.
- Willingness to embrace the Classical Charlotte Mason pedagogy.

Primary Responsibilities:

- Deliver 1:1 and small group Boost sessions in the afternoons.
- Provide whole-school leadership on an area of expertise and specialism, including planning, monitoring effectiveness and coaching staff to raise standards across the school.
- Teach whole classes or small groups in specialist subjects and areas of expertise. These could include the creative arts, outdoor education, music, drama and science.
- Willingness to provide short-term teaching cover for a Class Teacher in the event of an emergency.
- Undertake PD in the Classical Charlotte Mason pedagogies.
- Support the vision and culture of the school at all times.



Education is the kindling of a
flame, not the filling of a
vessel.

Socrates



Twin Oaks
Classical School



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