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**Charter School  
Agency**

Application Form for Stage Two  
Sponsors of Charter Schools | Kura Hourua

RESPONSE FORM

Deadline for Applications: 12:00noon, 11 October 2024

Consolidated (Four School) Application for Education 710+

**For City 008 + City 1113 + Warkworth 710 + Epsom 710**



## Executive Summary for Education 710+

We have four very high-quality applications in for four new Charter Schools.

- City 008 - at the superb 108 Greys Avenue site historically developed and provided through Kadimah school.



- Warkworth 710 – in a place where some choice is needed, the population is growing and current schooling is producing lower than could be expected results.





- Epsom 710 – a situation we are designing for a highly demanded provision for neuro-diverse learners. We have found a brilliant location and have a range of staff just waiting for us to get the go-ahead. Plus a huge demonstrated community demand.

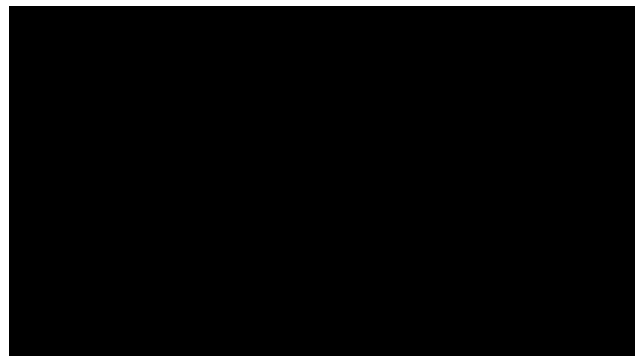


- City 1113 – a University Entrance focussed school that aims to be in the top 10 providers at that level in one year of operation. Great partnerships being locked in with AUT and UofA.

**Please note: In terms of financial advantages of operating the four schools under the one Entity.**

**The saving is approximately  
\$1,761,333 on establishment that can  
be further resourcing.**

**The saving is approximately  
\$1,176,600 per annum that can be further dedicated to expert teaching  
and learning for the students.**







We have the highest quality set of company directors and leadership staff and cannot wait to make a start.



We have noted the released academic and engagement goal. We believe that we will exceed those by a country mile!

We will also care for each child as if they were precious kittens.





Or an inappropriate Gibb's Farm Giraffe.

Photo Credit: Alwyn Poole – up close and personal.





### The Research about one entity providing multiple schools:

#### Evidence of Benefits of Multi-School Providers

Multi-school charter providers offer centralized support services, such as administrative, financial, and operational support, allowing individual schools to focus more on educational outcomes. They often develop standardized curricula and professional development programs, ensuring consistency and quality across their schools. By pooling resources and expertise, multi-school charter providers aim to improve student performance, enhance teacher effectiveness, and create efficiencies in school operations.

*Centralized administrative functions:* Shared infrastructure reduces redundancy and lowers individual school expenses, enabling more funds to be allocated directly to teachers, staffing, and classroom resources. As a result, multi-school providers can invest in higher teacher salaries and support services that enhance teacher effectiveness and improve student outcomes, ultimately creating a more sustainable and impactful educational environment. The Center for Research on Education Outcomes ([CREDO](#)) has published various reports examining the performance of charter schools, including CMOs. These studies often emphasize the efficiency gains achieved through centralized administrative functions, which help reduce overhead costs for individual schools.

- *Resource allocation:* With a larger operational scale, multi-school charter providers can negotiate better deals for supplies and services, reducing costs. This allows individual schools to maximize their budgets and allocate more resources directly to educational programs and student services. Reports from the [National Alliance for Public Charter Schools](#) often discuss the financial benefits of CMOs, noting that shared services models can lead to cost savings in areas like facilities management, procurement, and staffing, thus minimizing infrastructure costs for individual schools.
- *Shared curricula:* A shared curriculum across schools fosters collaboration among teachers by providing a common framework and shared goals, allowing them to align their lesson plans, share resources, and exchange best practices more effectively. This consistency not only enhances instructional coherence but also facilitates professional development and peer support, ultimately leading to improved student learning outcomes as best practices can be shared and refined, allowing teachers to focus more on instruction rather than administrative tasks.
- *Professional development:* Shared and comprehensive professional development for teachers and staff can lead to better teaching practices, higher teacher retention rates, and ultimately improved student performance.

- *Student performance:* Research by organizations like the Stanford Center for Opportunity Policy in Education ([SCOPE](#)) and the Center for Research on Education Outcomes (CREDO) at Stanford University have indicated that CMOs tend to outperform standalone charter schools in terms of student achievement, particularly in urban areas. The [2023 CREDO study](#) on charter schools found that students in Charter Management Organizations (CMOs) demonstrated higher growth in reading and math compared to those in standalone charter schools. The study highlighted the effectiveness of CMOs in fostering better academic outcomes, particularly in urban areas, emphasizing the advantages of centralized support and standardized practices that CMOs often provide.

Multi-school charter providers demonstrate significant advantages in enhancing educational outcomes through their centralized administrative functions, efficient resource allocation, and shared curricula. These providers typically achieve higher student growth in reading and math, which highlights the effectiveness of multi-school charter providers in driving better academic outcomes, showcasing their potential to create sustainable, high-performing educational ecosystems.



**CAN WE DO ALL FOUR IN FOUR MONTHS?**

**ABSOLUTELY – WE HAVE THE EXPERIENCE AND ARE ALREADY WELL ON THE WAY!**

Please also note:

The Consolidate Option provides us with a range of improved options:

- 1, The reduced per-school cost of a company CEO and Business Manager. Thus freeing a higher proportion of funds to teaching and learning.
2. The ability to employ very high quality people at the teacher support level. The two in this case are a four school wide Community Liaison Manager and a company wide engagement guide (attendance, students meeting obligations, etc).

The financial benefits are also clear when we compare the per schools costs to the situation when four schools come under the same umbrella.



## Our People

[REDACTED]

With nearly 30 years of international experience, I am an entrepreneurial leader, leadership educator, and researcher focused on creating holistic educational experiences that nurture the potential of all students, regardless of their academic inclination.

As the co-founder of ventures such as [REDACTED] and the founder of [REDACTED], I have introduced [REDACTED] to empower individuals in both business and education. My doctoral research led to the development of the [REDACTED] theory, and my [REDACTED] align with charter schools' student-centered approach. Through my [REDACTED], I have mentored academic staff and student leaders in [REDACTED] and New Zealand, helping them excel in both academic and non-academic fields. As an advocate for alternative education models, I am committed to fostering inclusive, innovative environments where all students can thrive and become confident leaders.

[REDACTED]

These online courses are designed for students aged 12-18 to develop personal leadership identities. They focus on self-awareness, self-leadership, conflict resolution, and positive influence. There's also a specialised course for elected student leaders to prepare them for their roles within the school. These courses will align with the schools for year 7 to 10 and 10 to 13 as they are. I can look at adjusting for lower ages once we get some idea of the best integration.

Additionally, the [REDACTED], designed to build Entrepreneurial Intelligence, will be released soon. This can be integrated into the curriculum or offered as a separate program. Pricing for this course is still being finalised, and we can ensure it's affordable if it fits with the school's goals.

Staff Training and Leadership Alignment

Staff are encouraged to take the same [REDACTED] Year 12 course as the students. This would help align communication styles, values, conflict resolution, and leadership practices across the school. The cost for staff is the same as the Year 12 student course.

Additionally, I can personally work with the staff through tailored workshops to align their goals with the school's objectives after they have completed the on-line version. This would involve working with individuals and teams over one or more sessions. Another option is to focus on the leadership team, working directly with the principal and deputies and consulting as needed.

[REDACTED]

I am passionate about education and the provision of different educational pathways, especially for children who are neurodiverse and don't necessarily thrive under the one size fits educational model. As a parent to two fabulous neurodiverse children (including ADHD, autism, dyscalculia and anxiety diagnoses between them), I believe that there needs to be more choice in education. Charter schools can provide this choice.

My professional background covers over twenty years working in marketing and communications for regional council and large international corporates. More recently I have moved into general management, working within my husband's chartered accountancy business in Auckland, responsible for client services, human resources, marketing, workflow management and administration. I have a Bachelor of Commerce degree in Marketing and a Bachelor of Arts degree in Geography – both from the University of Auckland.

I am also involved in advocacy work for the neurodiverse community and look forward to continuing with this passion whilst a board member for the proposed new charter schools.

### **Alwyn Poole (CEO and Academic Advisor)**

In 2024: Began Education 710+ Ltd. A Company with Charitable Purpose to apply to begin a range of new Charter Schools in NZ and to be the "sponsor" of choice to help State schools transition to become Charter Schools. Privileged to have a brilliant group of Directors to work with.

In 2002: Founded and was the Principal of Mt Hobson Middle School and the Villa NCEA Academy in Newmarket, Auckland for the first 18 years.

Prior to that my career started teaching Economics, coaching 1st XV rugby coaching and being on the Board of Trustees at Tauranga Boys College. I followed that to become Head



of Business and with sports coaching roles at both Hamilton Boys High School and St Cuthbert's College (Epsom).

2018: I founded Innovative Education Consultants (IEC) [www.innovativeeducation.co.nz/](http://www.innovativeeducation.co.nz/) to share the uniquely written Integrated Curriculum (project and direct teaching) and other aspects of the Year 7 - 10 model and how to arrange resourcing.

I do NZ high school system wide research and data processing to help establish a detailed picture of education in our country at that level.

Former Board member of the Villa Education Trust that has successfully established two of New Zealand's Partnership (Charter) Schools - South Auckland Middle School ([www.southauckland.school.nz](http://www.southauckland.school.nz)) and Middle School West Auckland ([www.westauckland.school.nz](http://www.westauckland.school.nz)). Both schools are based on the MHMS model with a 15:1 student teacher ratio, split-day (Academic Morning and Arts/Activity Based afternoon), 60 student "Villas" and other aspects that simply make them work for young people! These schools are now working as Designated Character Schools in the State system.

I do a significant amount of media and reporting on the NZ Education system.

A few comments from referees

Re Alwyn Poole

I have known Alwyn for thirty years. We first met after playing on opposing rugby sides and then, through the years, as secondary school rugby coaches pitting our wits against each other. Alwyn's teams were always well organised and well-motivated and he has always been passionate about education and opportunities for young people. We both share the belief that sport has the capacity to enhance personal development as well as academic progress.

[REDACTED]

Re Alwyn Poole

Alwyn Poole is a great coach and leader. I have known Alwyn Poole since 2014, when my wife and I were involved with his establishment of [REDACTED] School. Since 2017, we have been honoured to join Alwyn [REDACTED] Poole in their mission to improve educational outcomes by becoming patrons of [REDACTED]. I have always been impressed by Alwyn's entrepreneurship, his ability to connect cross-culturally and the stunning results that his approach to education has produced. That the results transcend in some of New Zealand's most privileged and some of the most underprivileged communities alike, is further testament to his skills as a coach, educator and

organizational leader. Bottom line, the results Alwyn has produced have demonstratively changed lives for the better.

[REDACTED]

Re Alwyn Poole

Talofa lava,

My name is [REDACTED].

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

I have had an extraordinary Rugby career and won all sorts of awards for all sorts of things but I would just like to say a few words about my mentor and coach Alwyn Poole. Quite simply put, if it wasn't for Alwyn, I would have not made it to the pros.

I believe that in order for any child to find belief in themselves it sometimes takes an elder to show belief in them. That is what Alwyn did for me. He saw something in me that I didn't see in myself. He believed in me, he trusted me on the field, he supported me without surrendering to me.

What I mean by that is he was able to be honest and critical without kissing my ass or being cruel. He challenged me. He's not a screamer. He's softly spoken but loud in critical analysis. He teaches you to think, to think fast and empowers you to execute.

He was the best coach I ever had. Better than all the professional coaches by far. He just looks at the game completely differently. What I found in the pros around the world is that everyone thinks the same. Same plays, same patterns.



Very easy to unpick and predict. Alwyn is creative. He is edgy. He gives you the skill to see the opportunity and the courage to execute - and when I say courage, we pretty much successfully ran from our own tryline every time against teams with backlines loaded with All Blacks.

Everything I learned from Alwyn worked everywhere I went. He has always been ahead of the game. He really is just a wonderful blessing. I thank God that Alwyn came into my life when he did. I have no doubt that I would have NOT made it had I not met him. He changed my life and my career. He elevated my confidence and sporting intelligence.

A lot of what I learned from him, I have used to empower and enlighten youth all over the world through my clinics. I hope you look at him in a favourable light. He really is a talented mentor and a beautiful human being and I know he will make an amazing positive difference.



[REDACTED]

[REDACTED] is a seasoned change manager with a proven track record of delivering impactful results in the education non-profit sector. She thrives on collaborating with executives to transform visionary ideas into actionable strategies, all while navigating challenges with creativity and flair. With over 15 years of experience working alongside high-impact organizations in the [REDACTED] charter school landscape, [REDACTED] excels at crafting and implementing comprehensive strategies that align with organizational missions and drive sustainable growth.

Her keen eye for operational efficiency allows her to foster a culture of continuous improvement across diverse organizations. When she's not busy shaping the future of education, you can find [REDACTED] and [REDACTED], [REDACTED], wrangling their [REDACTED] and [REDACTED] as they explore the local treasures of Mangere Bridge and wider Auckland.



[REDACTED]

[REDACTED] lives in Tāmaki Makaurau with his wife and daughter. He has worked with in the space between the Crown, Māori and private sector for 30 years, as a negotiator, adviser, facilitator and reviewer. This has, including facilitating complex policy development processes, leading multiple complex Treaty negotiations, facilitating Ministerial Forums, establishing and maintaining iwi partnerships for infrastructure from housing to wind farms, golf courses to major transport projects.

[REDACTED] key strengths are his established networks with iwi, hapū and whanau across Aotearoa, his ability to build strong relationships with whanau, hapū and iwi, and his understanding and ability to translate practical experiences into policy design, development and delivery.

[REDACTED]

[REDACTED] career has included senior roles in investment banking, retail banking, corporate strategy, venture capital and information technology.

He has also provided consulting services to the public sector and cooperative enterprises.

He is married to [REDACTED]; they have 3 adult children.

#### Current Roles

Director of [REDACTED]

Director of [REDACTED]

Director of [REDACTED]

Director of [REDACTED]

IOD associate member

Volunteer With Citizen's Advice Bureau [REDACTED]

Engagement with a number of community entities

#### Career Highlights

[REDACTED]

[REDACTED]

Participation in:

[REDACTED]

[REDACTED]

[REDACTED]



A Managing Director of this [REDACTED]. The role involved transaction execution, advice on mergers and acquisitions, asset disposals, company start-ups, capital restructuring, corporatisation and privatisation, project finance and company valuations.

Plus, public sector assignments:

- Participation in a Prime Minister's task force which addressed the restructuring of [REDACTED]
- Completion of a report to the Treasury Debt office on the means by which [REDACTED]

- [REDACTED]
- This business was responsible for the origination, structuring, funding and project management of a number of hydroelectric, geothermal and oil fired power projects in the Philippines, Indonesia, India and Pakistan.

[REDACTED]

A company which invested in Internet, electronic commerce and information technology businesses which could be migrated to the USA and other major markets.

#### Education Engagement

- Chair and Trustee of [REDACTED] School
- Private Sector member of [REDACTED] Advisory Group
- Private sector participant in a Ministry of Education Senior Appointments Committee

#### Qualifications

- B Com (Hon) Otago University
- MBA Otago University

[REDACTED]

[REDACTED] grew up in the small village of [REDACTED].

School was the best years of my life, though I was more engaged in Sports than Education, representing the school at Cricket [REDACTED], Rugby [REDACTED] Basketball [REDACTED] Athletics, Volleyball and Badminton. However, I left with UE Accredited and retired from School when the [REDACTED] was cancelled.

After Leaving school I worked for [REDACTED] before leaving with the view I was never going to work for the Government again as I was bored and saw the workplace as one where the Incentive to succeed was bored out of you and one where I was not suited. I worked then [REDACTED] before leaving as a [REDACTED] and where I "grew up".

I returned to New Zealand as my last remaining Grandparent had not long to live and I had a desire to spend time with her before she passed away. I then had a series of jobs and they included Buying and Distribution Manager at [REDACTED] and then I launched the [REDACTED] programme in New Zealand where in 8 months we became 55% of the New Zealand [REDACTED] Market and turned the [REDACTED] on its head.

Around this time, I also became involved in the [REDACTED], becoming the [REDACTED] that evolved into the [REDACTED] of today. I have stood for [REDACTED]

I describe myself as a [REDACTED] someone that would like to get the Government out of the [REDACTED] I go further by my view that those who have profit as a motive will always, please the clients more than any Government Organization. I am a firm believer in [REDACTED]. Unfortunately, in most cases in Education (and in health) the Consumers have little choice unless they are willing to attend and pay for Private Schooling.

I am also a fierce advocate for [REDACTED] and believe the way to [REDACTED] I may not agree with Views expressed but I would always support the Rights of others to say what they want.

Lastly, I have served on Two School Boards, [REDACTED] School where I spent 3 years as Chairman and [REDACTED]. On both Boards I advocated strongly [REDACTED]



[REDACTED]  
[REDACTED]  
growing up in a family of high achievers.

In 2008 [REDACTED] came to New Zealand and is now a citizen and invested in education in her adopted country.

Her business is [REDACTED] tertiary students in the central Auckland area.

She is connected to many education providers and has a reputation for excellence.

For Education 710+ [REDACTED] brings significant business acumen and a desire to bring a beneficial number of international students into our programmes.

She is also interested in creating opportunities for Education 710+ staff and students to engage in the broad international opportunities.

[REDACTED]  
[REDACTED]  
**Please Note: We believe we will be an ideal organisation to work with/sponsor converting state schools.** [REDACTED]

## Outstanding Endorsements

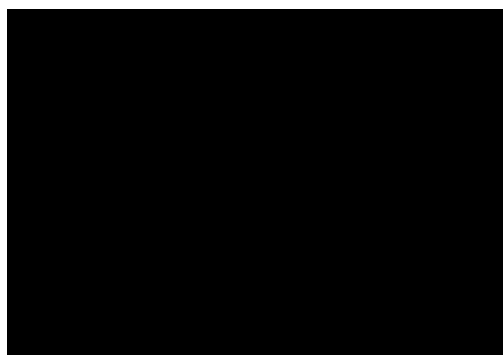
**"Why a child/family should attend a school led by Alwyn Poole?"**

Everyone claims to know how to run schools, but I am an evidence-based researcher – and have seen the evidence from the schools that Alwyn Poole has been leader. Working with those many claim are the hardest to teach, his schools continually showed that his students were making at least, and many times, more than a year's growth for a years input. I would have no hesitation enrolling my children (now my grandchildren) in a school he has oversight. He is relentless in the pursuit of growth for all students, develops respect for self and for others, creates safe and high trust climates and cultures, and continually provides optimal professional development for all staff. His leadership is akin to those attributes I have identified from my synthesis of over 2500 meta-analyses (summarized in Visible Learning), from my years as a [REDACTED] and elsewhere), and working in policy (e.g., [REDACTED])



To whom it may concern

When a child joins a school led by Alwyn Poole, they are stepping into an environment where they are encouraged to thrive through active learning, fostering independent thought, and instilling strong, foundational values. Alwyn's leadership ensures that each student is not only engaged academically but also grows in confidence, resilience, and critical thinking—skills essential for navigating today's world. With a personalised approach to education, Alwyn's schools provide a space where students and their families are supported and inspired to succeed. This nurturing environment is the kind we at [REDACTED] champion for every child's mental well-being.





[REDACTED]

To whom it may concern. I have been involved in schools led by Alwyn Poole since 2004 on the opening of Mount Hobson Middle School. At that stage I was running the [REDACTED] contemporary music school in [REDACTED] and together we developed a music curriculum which was practical in focus, getting students who had been excluded from local schools the confidence to write original material and perform on stage. During the following 10 years I observed Alwyn build IEP's and teach many students from diverse backgrounds, who had struggled to fit in, or been failing in the state school system, many due to family and societal hardship during upbringing, and others with divergent learning styles needed due to ASD and ADHD diagnosis. Alwyn has a unique ability to structure each child's learning in an inclusive way that embodies the mental, emotional, and physical needs of adolescent akonga.

[REDACTED] attended high school between [REDACTED], had high needs for learning support, and through ORS was entitled to less than 2 hours of teacher aid help each week. He continued to struggle and be ostracized by his peer group through until Year 11, at which stage he was given the opportunity to attend the [REDACTED] at the [REDACTED]. Not only does he remember this 1 year of his school career as the highlight of his education, but he was assessed as being able to attain NCEA level 1 and 2 (which we had been told wasn't possible at the state school), always had specialised teacher aid support, gained focus, clarity, and a friendship group (which has continued into this year) and a new belief that he is a capable learner and can aspire to the courses he was told two years ago he would not be able to do.

Any family whose child as suffered at school through an over bureaucratic SENCO system, or who haven't fitted in or suffered bullying or exclusion from their peer group during schooling, should definitely attend a school led by Alwyn Poole, who has zero tolerance for akonga not having the absolute best opportunities for learning and social development by the time they have been through his campus.- [REDACTED]

Parent of two teenage boys

[REDACTED]

[REDACTED]

I have worked with Alwyn on [REDACTED] projects and also through engaging high achievers to inspire youth.

We synch because both of us want the very best for young people and are prepared to give our all to see that happen.

I wish Education 710+ the very best for their future and are right behind them.

[REDACTED]

To whom it may concern,

It is with great pleasure that I provide this recommendation for Alwyn Poole. I worked alongside Mr. Poole on the [REDACTED] [REDACTED] [REDACTED] for [REDACTED] School. I can confidently say he is both an exceptional educator and an outstanding leader.

As a teacher, Mr. Poole has an extraordinary ability to engage students in meaningful learning. His dedication to education is evident in the way he fosters a deep understanding of the subjects he teaches, encouraging critical thinking, curiosity, and a passion for learning. His classroom was always a place of encouragement and support, where students were inspired to achieve their best. He not only imparted knowledge but also taught valuable life skills, nurturing well-rounded individuals. I believe that any student attending his school will be blessed with these gifts, particularly project-work which is an all-round testability of deep research, thinking about the bigger picture and how different aspects of the same topic are interconnected. This encourages strategic thinking, developing technical understanding of the details and overall becoming an expert in the field and seeing the bigger picture.



During our time working together on the [REDACTED], I witnessed firsthand Mr. Poole's commitment to improving education beyond the classroom. His leadership was marked by a clear vision for advancing educational standards and advocating for innovative approaches to learning. He has shown professionalism, integrity, and a deep understanding of the educational landscape. His impact has shown value and contributions to students and teachers.

With Mr. Poole's guidance, support and educational standards it has helped me in my life successes from achieving merit in NCEA Level 1 in [REDACTED] School [REDACTED], becoming the top of my stream-class in [REDACTED] and excelling in English and History subjects for my class [REDACTED]. I achieved a top grade of 10% of entrants into [REDACTED] school [REDACTED] to support my acceptance into [REDACTED] school [REDACTED]. My academic achievements were a foreshadowing of some of the achievements I have experienced in my professional life such as pivoting my [REDACTED] career into disruptive industries and emerging [REDACTED] to then becoming a director of my own company for emerging [REDACTED]). I believe that my problem-solving skills, strategic thinking, curiosity, passion and work ethic was taught by Mr. Poole's educational models such as project work. This is a testament to the successes I have achieved, resilience that has been nurtured from an early age and strong self belief in testing times. My journey has been astonishing and is ongoing and developing.

I have no doubt that Mr. Poole possesses the vision, expertise, and passion to successfully establish and lead a new school. His dedication to academic excellence, his proven leadership skills, and his unwavering commitment to students make him the ideal candidate for this application. I wholeheartedly recommend him and am confident that any school he leads will thrive under his guidance.

Sincerely

[REDACTED]

## Our Inspirers

Sports:

Educated in Auckland and a truly remarkable human and athlete is the ideal person to inspire our young people. Yes – he is tall – but the Add to that the determination to succeed and improve and the considered outlook.

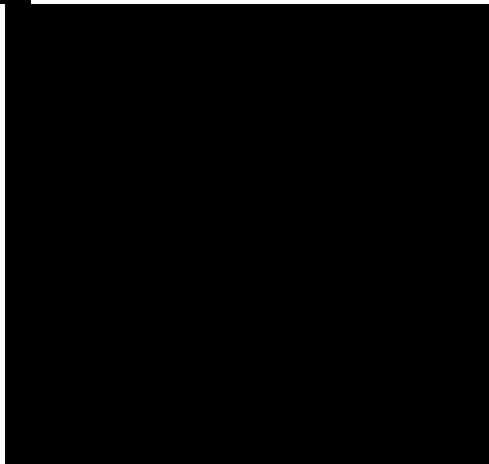
Music & the Arts:

See attached letter.

[REDACTED]



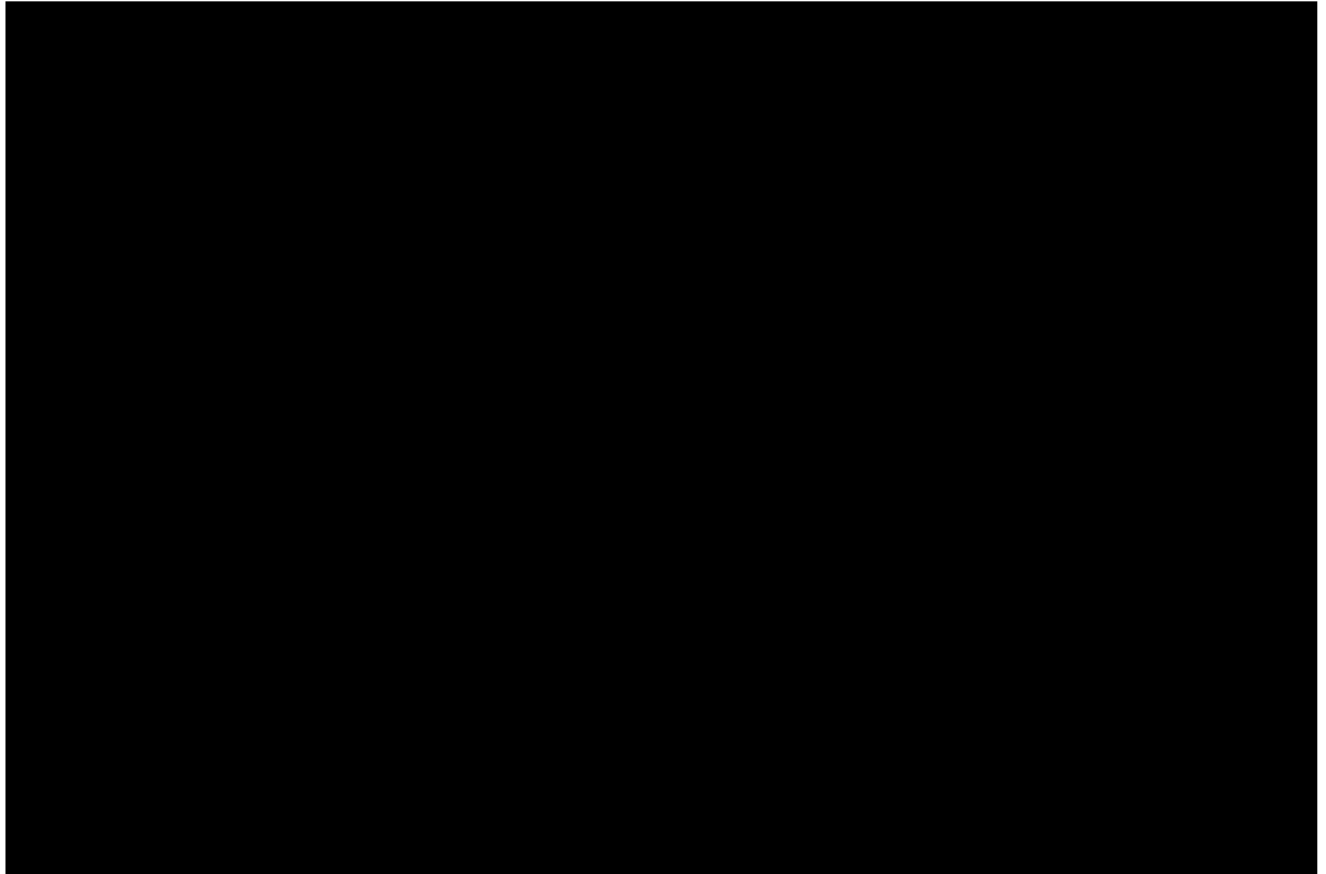
[REDACTED] is an artist, a designer of graphics, furniture and fashion, a loving husband and doting Dad to two gorgeous boys. Born in New Zealand in the 1970s, he is of [REDACTED] ( [REDACTED] ), [REDACTED] descent. [REDACTED] is the benefactor of a life lived long and well in Aotearoa. The country is in his blood, in his heart and in his art.



[REDACTED] creations spring from the characters, creatures, moods, memories and moments lying deep within the country he calls home. His artistic world is one of bold colours, modern Maaori motifs, optimism and clarity inspired by his multi-cultural heritage and an admiration for pop-art, strong graphics and a profound appreciation of the landscapes that surround him.



As well as depicting the various shapes and tones of Aotearoa, [REDACTED] works also represent ideas about who he is, where he comes from and how he fits into the country he grew up in. [REDACTED] describes his work [REDACTED]



[REDACTED] setting up his own label at the [REDACTED]. Subsequently he worked for New Zealand labels [REDACTED] he started making art for a living, and since then, he hasn't looked back. There have been several highlights in his artistic career: In 2017 he was approached by [REDACTED]

[REDACTED]

[REDACTED]

A diverse range of clients from around the globe collect [REDACTED] work. His art is also popular with many New Zealand companies. He's completed successful projects with [REDACTED] as well as continuing to deliver fresh, bold signature works for private clients.

[REDACTED] supported many charities including, [REDACTED]  
[REDACTED]  
[REDACTED]

His work has become a channel for an on-going examination of his multi-cultural heritage and he is determined to continue pushing the parameters of what he can express and achieve through it.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## Our Place in the Nation

We love NZ History and one of our great ambitions is to establish a learning centre in the Bay of Islands and to bring MANY NZ students to this place that is so central to our history.

We are delighted that NZ History is an essential aspect of the curriculum, We will be heavily invested in what is learned is genuine.

Alwyn Poole has often stated that every New Zealand child should stand at Waitangi during their formal education.

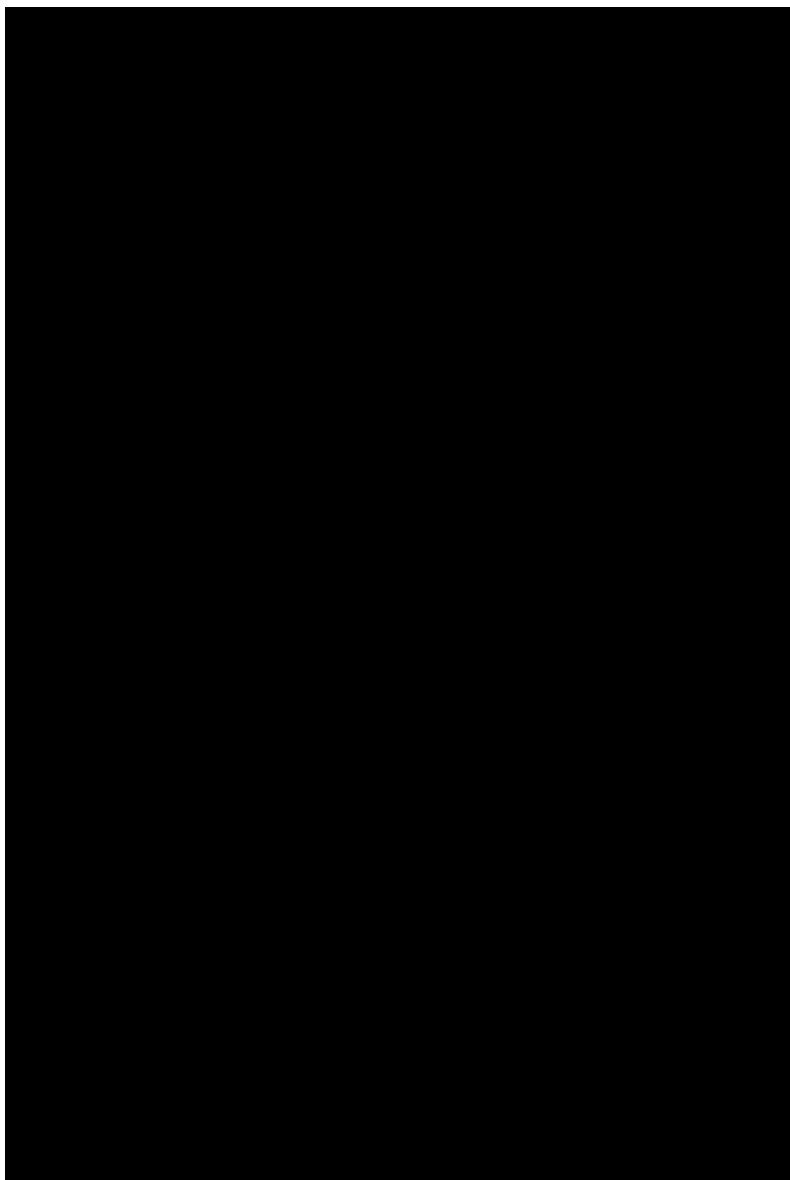
**As a multi-school provider** we will have the resources to bring all of our students to the Bay of Islands each year, many other Charter School groups and also extend to the wider NZ school environment.

As the owner of two tourism ventures in the Far North and someone who lived there for six years Alwyn is prepared to bring his acumen and connectivity to that opportunity.






Our stunning school  
shirt from:



(I agree to all below – sorry about the formatting glitch)

Part Six. Application Declaration	
Topic	Declaration
<b>Application Process, Terms and Conditions:</b>	I/we have read and fully understand this Application, including the Process, Terms and Conditions and confirm that the Applicant/s agree to be bound by them.
<b>Collection of further information:</b>	<p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> <li>collect any information about the Sponsor, except commercially sensitive pricing information from any relevant third party, including a referee.</li> <li>use such information in the assessment of this Application.</li> </ul> <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>
<b>Use of Information:</b>	The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.
<b>Draft Agreement:</b>	The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.
<b>Conflict of Interest declaration:</b>	<p>The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency at 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 this application.</p>
<b>Details of conflict of interest:</b> [if you think you may have a conflict of interest briefly describe the conflict and how you propose to manage it, if applicable].	
<b>DECLARATION</b> <b>I/we declare that in submitting the Application and this declaration:</b> <ul style="list-style-type: none"> <li>the information provided is true, accurate and complete and not misleading in any material respect</li> <li>the Application does not contain intellectual property that will breach a third party's rights</li> <li>I/we have secured all appropriate authorisations to submit this Application, to make the statements and to provide the information. I/we am/are not aware of any impediments to enter into a Contract to sponsor a Charter School   Kura Hourua.</li> <li>I/we understand that the falsification of information, supplying misleading information or the suppression of material information in this Application may result in the Application being eliminated from further participation in the Application process and may result in a Contract awarded as a result of the Application process.</li> </ul> <p><b>By signing this declaration, the signatory below represents, warrants and agrees that he/she has been authorised by the Applicant/s on its/their behalf.</b></p>	

<b>Signature:</b>	
<b>Full name:</b>	Alwyn Luke Poole
<b>Title / position:</b>	CEO
<b>Name of organisation:</b>	Education 710+
<b>Date:</b>	11 <sup>th</sup> of October of the Year 2024

