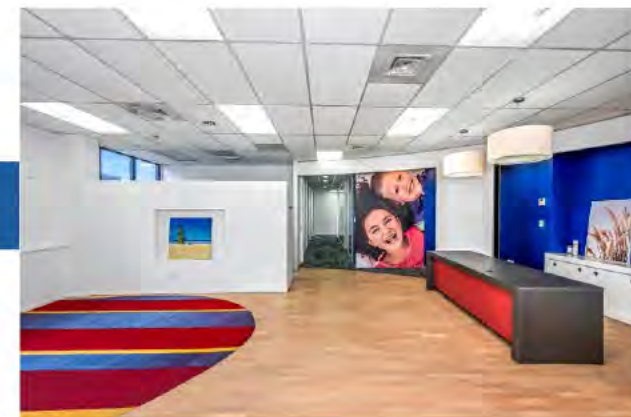


The Charter School Agency is releasing this document at the request of the author to the fullest extent allowable and in accordance with the Privacy Act 2020.

Information that could lead to the identification of individuals has been redacted. This includes names, job titles, personal experience, contact details and images of individuals and/or groups. Images retained are for the purpose of context. The Charter School Agency is unable to verify and does not assume responsibility for the origin or copyright ownership of these images.



The Response Form



What you'll need to provide

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

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

Submitting your application

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

Application process terms and conditions

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

This application is made in conjunction with the Education 710+ consolidated application for City 008, Warkworth 710, Epsom 710 and City 1113.

It is also in keeping with the very high-quality Board of Directors, recommendations from people as highly thought of as [REDACTED] and other highly acclaimed NZers from range of fields.

It is backed up by the skills set of CEO Alwyn Poole as being both instrumental in establishing two Charter Schools in 2014, 2015 and also being one of the leading researchers into outcomes, problems and solutions with the NZ education system.

There is also a very high-quality field of leaders and staff waiting to be contracted to the schools so that they can deliver the very best for the children/families that will enrol.

We will aim not only to exceed the metrics for achievement set by the Associate Minister but to exceed them by a margin that will create a new paradigm for what a school can deliver for young people. This is why such a high quality range of partners has come on board.

Alwyn Poole
CEO
Education 710+

Please see our Director Profiles in our Consolidated applications.

Note – Our curriculum documents were couriered separately. Year 7 Project 1 was sent as a full example of project documents. Y7P2 to Y10 Project 8 with just the student task sheet.

There are also subject unit plans, that cover the 5 weeks of each project, for English, Math, Science, Social Studies (incl NZ History), Technology, Art, Music, Health and PE.

Part One. Sponsor Capability

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

Questions 1-2: Financial acuity

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

Our Directors are:

[REDACTED]

[REDACTED]

Alwyn Poole

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] (Statutory Declaration Included)

[REDACTED]

Sports Inspirer: [REDACTED]

Music Inspirer: [REDACTED]

Art Inspirer: [REDACTED]

(Please see our consolidated application for details on these wonderful NZers.

Please see out Consolidated application for details of these outstanding people.

Please see attached spreadsheets produced by accountant [REDACTED].

Our stunning school
shirt from:

[REDACTED]



We have been offered a brilliant new building in [REDACTED] for Epsom 710. It has everything you would expect in terms and gives us the potential to develop a simply outstanding school on the site.





With the acumen of [REDACTED] and [REDACTED] as Directors [REDACTED] we are 100% confident on not only financial stability but bringing in all that is needed to ensure that the staff delivering the teaching/learning have the very best of facilities to operate in.

In terms of our Governance structure we are strongly weighted for managing financial and business performance. Key people are (please see profiles in our consolidated application).

[REDACTED]
- Alwyn Poole

Our Warkworth events manager is [REDACTED] who worked with [REDACTED] through [REDACTED] campaigns.

The following is from the remarkable [REDACTED]:

The P&L will influence governance when managing school business and financial performance in the following ways:

The 12 months budgeting process will take place within the context of a 3-5 year school strategy which has included indicative financial plans central to which is a P&L statement.

The 12 month P&L budget preparation process will be an opportunity for the board, working with the management team, to have oversight of the key assumptions which underpin anticipated school performance over the coming Year.

This will also be a time for the board to test the sensitivity of individual assumptions in the P&L to better understand the dynamics of future school financial performance over the next 12 months.

Each month during the year the P&L statement will form the major component of the board financial performance report. This will include the monthly P&L actual in comparison with budget, and year-to-date P&L actual in comparison with budget year-to-date.

A P&L exceptions reporting framework which identifies deviations to budget will accompany the financial statements drawing Directors attention to the major variances in a timely fashion.

School Management will report on the origin and causes of these P&L variances and the steps which are being taken to address them. Over time the board will use the subsequent monthly P&L statements to monitor the nature and effectiveness of the corrective actions.

There may be need from time to time for the board to apply more intensive scrutiny for the P&L and other finance issues . It may be appropriate to form a finance/audit subcommittee of the board for this purpose.

External accountants and auditors.

Questions 3-5: Leadership and community

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

For Epsom 710 we have been in the situation when for the last 4 years – under the previous government there was a hope that Designated Character Schools would be approved. During that time we built – and still have – a remarkable group of supporters.



[Redacted Content]

[REDACTED]

[Redacted Content]

[REDACTED]

Posted and compiled by [REDACTED]

While Epsom 710 will be available for all students we will be structured and staffed superbly for children – who for a range of reasons – are not thriving in the State system.

“Over the period as a whole, the national school student population increased by approximately 7 percent. Table 6 shows that in the same period the total number of recorded additional needs in the overview increased by approximately 43 percent from 17,895 recorded instances of disability in 2005 to 31,251 in 2019.”

<https://assets.education.govt.nz/public/Documents/learning-support/Children-with-Additional-Needs-Final-Report.-R.-Bourke-P.-Butler-and-J.pdf>

We have been able to quietly soft launch through social media – with a clear understanding that we were still working through application processes – and that our original site had very strong commercial sensitivity. We have added interest on top of that being expressed above.

Although the Charter School Agency minimised the effects of population growth in their statements to applicants it is not insignificant at all. This article in the NZ Herald (<https://www.nzherald.co.nz/nz/mt-albert-grammar-auckland-grammar-epsom-girls-25-years-of-schools-student-growth-revealed/IXU5FCASKJGFNDI2FPAZZXKBPA/>) makes it clear that sheer weight of numbers ensures that Warkworth710 will be in demand and quickly full.

“Auckland heading for 2 million people

Schools across Auckland are growing faster than forecast, the [Ministry of Education](#) said.

That’s partly because of the record number of migrants entering New Zealand last year and settling in the city.

“Statistics NZ data shows Auckland’s population is likely to reach two million in the next 10 to 15 years,” [REDACTED], from the Ministry’s [REDACTED] division, said.

“To manage this growth, our key planning activities include the forecasting and modelling for new schools, school expansions and roll growth as well as making best use of our current facilities.”

[REDACTED] said between July 2019 and June 2024 the ministry added more than 900 Auckland teaching spaces.”

Epsom 710 will add to the “network” and also has significant space to grow on the site.

On top of that aspect families will choose **Epsom 710** for the quality we will deliver.

- Our leaders/teachers in waiting are simply outstanding in terms of qualifications and experience and we will be drawing them from high profile schools so they will bring established reputations.

- Our resourcing partners are of the highest quality:

The Year 7 – 10 Project Based Curriculum written by Alwyn Poole (please see the full project set kindly couriered.

Here are some endorsements with another by [REDACTED] – attached.

From [REDACTED]

As [REDACTED] premiere publicly funded progressive education elementary school, I write this letter in support of [REDACTED] project-based learning model. Having heard of the opportunities [REDACTED] has to share their model of [REDACTED] beyond the walls of their own schools, I would like to extend my endorsement and excitement for these projects.

Having partnered with the [REDACTED] schools, I have been impressed by the vision, both in terms of high quality education for their students, but also their business model and acumen. Schools are not traditional businesses with an economic bottom line, yet being able to take lessons from business to create well managed and well run schools is essential. [REDACTED] Schools are exemplars of these business principles. Educationally, I have had the privilege to know [REDACTED] teachers and students. Having hosted [REDACTED] students in my home, I can attest to the high level of critical thinking, problem solving, communication, and creativity that these students embody. It is clear that the [REDACTED] schools provide a high level of care for young people, and provide both a strong traditional academic foundation, and also provide opportunities to build 21st century skills essential for success in a modern world.

The model of project-based learning at [REDACTED] is different than at [REDACTED], the school I lead. The [REDACTED] model is innovative, and uniquely positioned for replication. I am excited for the possibility that [REDACTED] schools might partner more broadly in sharing this remarkable model.

[REDACTED]

[REDACTED]

From [REDACTED]

To Whom It May Concern:

I am writing this endorsement with regard to the [REDACTED] and their Project Based Curriculum.

Please allow me to introduce myself. I am the [REDACTED] School for Children in [REDACTED]. We were established in [REDACTED] as a charter school in [REDACTED].

I am a [REDACTED] graduate, [REDACTED] and have replicated their [REDACTED] school in its entirety in [REDACTED]. We service students from birth to 8th Grade. Our enrollment is near [REDACTED] children. We have been an [REDACTED] school since our inception and now are considered [REDACTED] status by [REDACTED].

Our mission and philosophy has its roots in the developmental-interaction approach which is based in progressive education. We are very experiential in our curriculum delivery and all the data collected on our successful student performance relate to the success of that model.

Project based learning allows for integration of curriculum and also allows for a better understanding of how different disciplines connect to each

other. It gives a deeper meaning to what is being taught. It helps broaden a student's idea of how the world works.

In the global atmosphere in which we all now live, how do we prepare our children to work together in various working places if we do not teach them how? How do we prepare them to work with different people with different backgrounds if we do not expose them to this in the classroom? Project based learning addresses all of these challenges and not only makes the student a better person but helps society as a whole.



From [Redacted]

Dear Alwyn

Thank you for the opportunity to comment on the Project Based Curriculum.

I became very familiar with the success of the [Redacted] School over many years as [Redacted] Member of Parliament. My background is in education having previously taught to [Redacted]. I also served as [Redacted] of [Redacted] in the New Zealand Government.

For me the success of the Project Based Curriculum was in the results I saw with the students and the glowing reports I received from parents who were oftentimes my constituents as well.

██████ doesn't just produce great results it transforms lives. The reports are too many to detail. But how about from troubled, struggling student in one school to top scholar?

The students are prepared for life, for risk taking, for entrepreneurship. It's fabulous to see and very different from even our best state schools.

I loved the good manners and respect of others that wasn't talked about but rather done every minute of the day. That comes from the school's integrity from the top right through the school.

And in that respect, every child counted. [REDACTED] is a wonderful school and I never missed an opportunity to attend the school or a function. It was always heartwarming and uplifting.

Sincerely

From [REDACTED]

The hardest aspect of teaching is quality of the curriculum. Having taught at [REDACTED] School for five years, and [REDACTED] School in [REDACTED], I know full well the conundrum administrations face in matching quality teachers with willing students via a meaningful, diverse and well-rounded curriculum. The Project Based approach designed by Alwyn Poole, is the best curriculum I have worked with to encourage an environment conducive to productive learning.

Regardless of ability, all students are capable of learning. That learning trajectory is envisioned in a Project Based curriculum that provides salient markers for success and clear guidelines for improvement. As a teacher, it also provides the scope necessary for a differentiated approach-meeting students' needs where they are at individually.

In Alwyn's schools the emphasis is on building the individual by being a contributing member to the community. The model is built around a villa structure that celebrates learning through smaller class sizes with an emphasis on independent learning within a framework of optimal teacher student ratios. In this way, students are part of a wider organisation, with clear delineations to their specific villa family (whanau), whilst still being encouraged to develop their unique skill sets that set them up for future learning.

As a teacher developing in my craft I am pleased to be a part of this model. Having had international experience, I can see the benefits the model provides for all learners, in all learning contexts. The holistic approach that champions virtues, character strengths and the value of the individual is timely in the current global environment. Building character through a rigorous and uncompromising approach to the value of the individual, within the context of a functioning community best prepares our students for whatever their future world will throw at them.



Integrated Curriculum: Project Overview

| Y7 | Y8 | Y9 | Y10 |
|----------------------|-------------------------------|--|-----------------------------|
| Architecture | The Human Circus | Flight and Space | Statistics |
| Great Books | Narrative Poetry | New Zealand Writing | Shakespeare |
| A Language & Culture | Language of Music or Movement | Maori or Pacific Island Language and Culture | Advanced Language & Culture |

| | | | |
|-------------------------------------|---------------------------|--------------------------------------|--|
| Plants | Human Beings | War | Reactions |
| An Artist or An Era | An Ancient Culture | Archaeology | Film |
| Production & Inventions of the Past | Change through Technology | Production of the Present and Future | Business in Action (Mind-Map Based) |
| New Zealand: Places and People | The Oceans | A People or Country or Time | Law and Culture |
| Animals | Great Scientists | Sport | Machines |

Full subject units of work for direct teaching within the project themes (Mathematics, English, Science, Technology, Social Studies, Music, Art, Health and Pe). These have been developed by a range of teachers alongside Alwyn Poole.

High quality Maths resourcing.

House of Science <https://houseofscience.nz/> providing our Science resourcing where we will pitch well above normal expectations for Science in NZ schools.

The best science texts in Australasia. https://www.pearson.com/en-au/schools/secondary/science/pearson-science-7-10-2nd-edition/?srsltid=AfmBOoq8WVuvogjmxif-4mmKuKgWb_KjH2dudycmSwjir63hK_1TRM4I

Very high quality Arts and sports/movement/health provisions – inspired by people of the quality of champions athletes such as [REDACTED] and [REDACTED] and a range of

great musicians led by [REDACTED].

Through academics, well-being and parental experiences we can bring many recommendations of the following quality:

[REDACTED]: "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 [REDACTED] from my years as a [REDACTED]

[REDACTED] (at [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.

Kind regards

[REDACTED]

[REDACTED]

To whom it may concern. I have been involved in schools led by Alwyn Poole since [REDACTED] School. At that stage I was running the [REDACTED] [REDACTED] and together we developed a [REDACTED] which was practical in focus, getting students who had been excluded from local schools the confidence to [REDACTED]. 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] [REDACTED] t. 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]

[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]

[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] board as well as being one of his students 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]
[REDACTED]
[REDACTED]

We will promote well through websites and social media that are waiting to be made live – and draw on the previous experience of Alwyn Poole re media interactions.

We can also draw on previous reviews of schools that he developed – e.g.

In summary we find and conclude that in both schools, the management and staff are actively involved in continuous development, and the delivery, of a unique programme of teaching and learning which is based on a comprehensive 'local' curriculum that is aligned with the New Zealand Curriculum, and which provides for the personalised needs of priority learners *'many of whom have been failed by the current education system.'*

Or from the [REDACTED] evaluation of [REDACTED] and [REDACTED] School when Alwyn Poole was leading them:

Middle School students reported that the most common 'biggest change' for them was that they were learning better at this school than they were at their previous school. Other statements that were commonly voted as the biggest change included "My attendance at this school is better than it was at my previous school," and "I have better friendships at this school than I did at my previous school." This feedback implies that the Middle School students have a positive view of their school, attend school more often and are generally more engaged with their school and school work.

https://www.educationcounts.govt.nz/data/assets/pdf_file/0008/184841/Multi-Year-Evaluation-of-Partnership-Schools-Kura-Hourua-Policy-Final-Evaluation-Report.pdf

(Worth a read [REDACTED]).

Our school leadership – with the support of the CEO and Directors will be highly focussed on every enrolled child engaging every day. This will be a clear focus in terms of the expectations delivered through our enrolment processes.

Our school will be one that students find enjoyable, engaging and worthwhile every day.

We will also have high quality processes to engage parents, keep them informed on the day-to-day learning and events – and ensure that they are welcome on site at all times.

With out location and model we do not expect that poor attendance will be common but we will have very good processes and highly qualified well being staff to deal with any issues that arise.

We will also be publicly pro-active in publishing our attendance statistics.

On all occasions – if an individual is developing a hint of an attendance issue the person in our Community Liaison role will act immediately to work with the child and family – until the problem is solved.

We have begun to engage with local communities through noticeboards as well as the work done by [REDACTED] listed above.

Many other parents have spoken about the specific learning needs their children have that are not being met in their local schools. Some of these parents have withdrawn their children and are attempting home schooling. They are looking forward to what we will deliver.

This is also near the area where I was Principal of [REDACTED] School for [REDACTED] and we had great success with 97% of our students leaving and achieving Level 1 NCEA at their senior school. 63% also gained UE. Many were not on that pathway when they came to us.

Part Two. Contribution to the wider school network

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

Questions 6-8

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

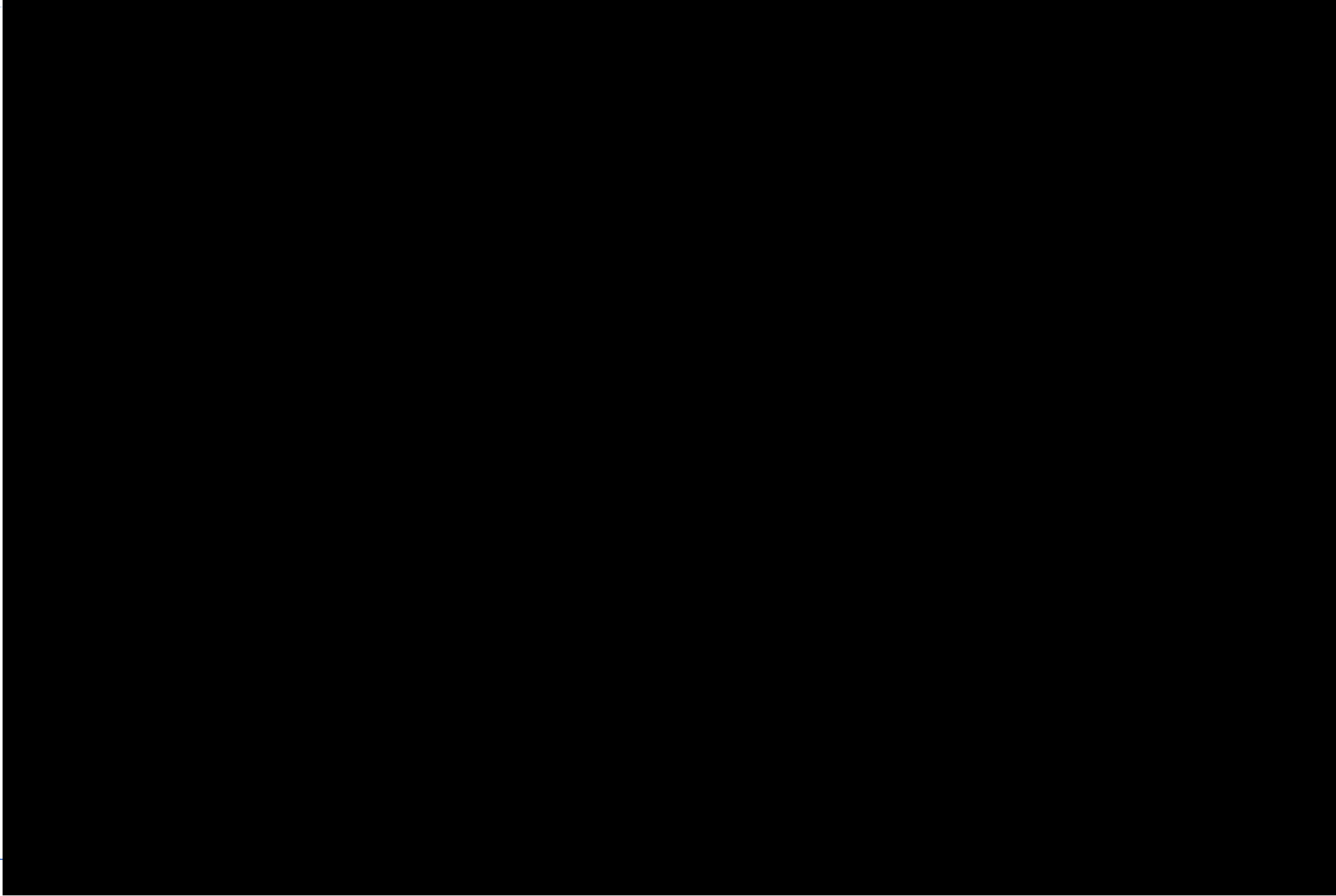
We believe that the Arts are highly important for every human being. The children of Epsom 710 will have every opportunity to engage with the arts community throughout Auckland through the Community learning afternoons.

The contracting of top quality musician and song writer [REDACTED] will be inspiring to all of the children and families and [REDACTED] will be a drawcard for many other NZ musicians and artists to be involved. A great deal of [REDACTED] current work is in developing high quality children's programmes. It would be highly appropriate for this to become the Authorisation Boards party song [REDACTED]

We also have a very good relationship with top NZ musicians such as [REDACTED] and many more that I have previously partnered with.

We will have the children regularly engaged in Auckland City to access the Museum, Art Galleries, and activities such as those provided by [REDACTED], etc. Something clearly made easier should we have the range of schools we are proposing.

We also believe the sports and movement is incredibly important for all children. The contracting of [REDACTED] will bring aspiration to all children/families. We will back that up with an expert staff and through making use of the local sports facilities.



The site also has beautiful open spaces – near by including the wonderful Cornwall park and ample sports/recreation facilities.



Values and development of the child towards being a contributing human being throughout their lifetime is also very important to Education 710+. and development of the child towards being a contributing human being throughout their lifetime is also very important to Education 710+.

Epsom-710-Students will develop the ability to: Research deeply and authentically, Respond accurately, creatively and with depth, Co-operate with peers and adults, Listen with concentration, Organise themselves, Interpret Problems, ¶



Epsom-710 will encourage students to have purpose, faith, optimism, integrity, diligence, courage, generosity, honesty, compassion self-discipline. ¶

In all these ways we will be adding to the Education Network not only by being a high quality year 7 – 10 school in the Epsom/Ellerslie area but also by being an inspirational example of what works when you apply the very best practice to all aspects of a child's schooling.

The very key aspect of this for Epsom 710 is that we thoroughly prepare students throughout their time with us by laying very strong foundations across a range of learning areas.

We will deliver a “knowledge rich curriculum” and strongly agree with this piece:

“All academic subjects seek to know the world in logical systematic ways. When we study these subjects we become rational. We practise thinking logically. We use ideas that are informed by facts then we criticise the ideas and facts using those very methods of logic. Academic knowledge doesn’t just lead to employment. Its value is far greater. It is the type of knowledge that builds the mind and provides the material for our minds to work in rational ways.

Surely all children must have the opportunity to challenge themselves with this difficult but fulfilling knowledge.

[W]e need both concepts and content in a balanced design. We also need competencies. After all, we need to be skilled in using knowledge. Designing concepts, content and competencies in the right order and arranged in the right way give us a knowledge-rich curriculum.

[The curriculum] must guarantee that the knowledge is verifiable and justifiable. Only knowledge drawn from disciplines and guaranteed according to rigorous procedures is sufficiently reliable to be trusted.

Yet a prescribed curriculum is anathema to many. It is difficult to see why. If the knowledge has value, and its mind-building capacity certainly provides that value, then it has value for all. Why should some children miss out? Nor will a prescribed academic curriculum diminish teachers’ autonomy. Their professional expertise is in curriculum design and curriculum implementation, both requiring sophisticated judgment and creativity.

Creating the knowledge-rich school occurs in the teachers’ design work. This requires deep subject knowledge as well as knowing how the subject is constituted. Only then can teachers begin designing for knowledge balance. But such complex curriculum design is only half a teachers’ work. Then comes the actual teaching. This requires different but equally sophisticated expertise.”

<https://newsroom.co.nz/2021/02/15/what-were-teaching-our-kids-ill-conceived/>

We will also have a strong belief in the abilities of EVERY child based on the best the neuroscience can offer (with strong reference to the work of [REDACTED])

████████████████████

e.g. “A typical neuron makes about ten thousand connections to neighbouring neurons. Given the billions of neurons, this means there are as many connections in a single cubic centimetre of brain tissue as there are stars in the Milky Way galaxy.”

- ████████████████████

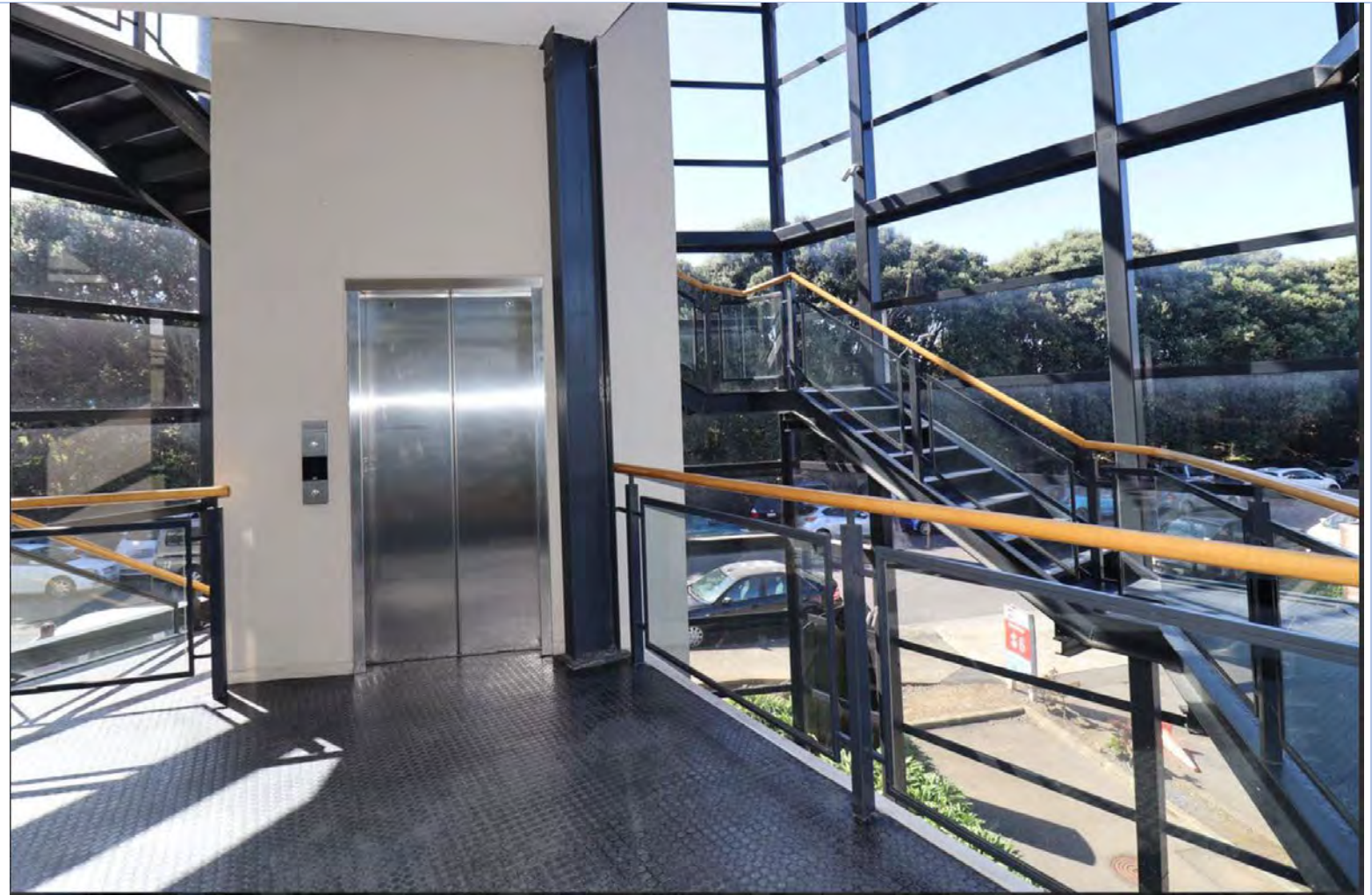


One aspect of choice for families in the addition of a new “choice” with the area. Our day structure (academic morning and arts and activities based afternoons), class size of 15, combines Project Based learning and direct teaching, very high levels of expertise in working with children who find “normal” schools difficult.

The quality of our staff (including the Principal we have in waiting) will be of the highest standard.

“Leadership matters. Principals make a difference. In fact, according to Linda Darling-Hammond, the leadership provided by an effective building principal is second only to the guidance provided by the classroom teachers in impacting student learning. In her study of the principalship, Darling-Hammond notes, “School leadership strongly affects student learning. Principals are central to the task of building schools that promote powerful teaching and learning for all students” (Darling-Hammond & Bransford, 2005, p. 3).

The location is close to all we need and the building is of a high quality and will need little adjustment to work perfectly for Epsom 710.. We will have very good IT, Music, Art, Sports. From the day families seek to enrol they will know that Epsom 710 will be a great place for their child to attend school.



The teaching and learning programmes are well designed

We will have very high standards of behaviour and effective policies and practices to either prevent or deal with negatives such as bullying (in person and online).

Families will be welcome in all aspects of the school and have all opportunity to be fully engaged.



Carpark



Side



L2 Office



L2 Office



L2 Office Amenities



L2 Office Amenities



Foyer



L1 Office





Part Three. Operational fitness

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

Questions 9-10: Readiness to open

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

[Insert your answer to questions 9a-e]

| Staffing | Finance | Curriculum | Roll | Health and Safety |
|--|---|---|---|---|
| <p>Our CEO is in place.</p> <p>Our Business Manager is in place.</p> <p>If authorised as a multi-school entity we have in place one NZ's leading (and internationally recognised) assessment experts who would be the Education 710+ academic performance guide.</p> <p>Our Principal is waiting to be contracted and engaged. [REDACTED] is simply outstanding and comes out of being a faculty leader of one of [REDACTED] best Primary schools.</p> | <p>Our accountant is doing a thorough job with finances and have [REDACTED] as a Director also provides strong governance/oversight in that area.</p> <p>The site has a high level of facilities to bring in extra revenue. We have a brilliant event manager and high connectivity in the music industry to add extra revenue.</p> | <p>The project Based Curriculum is already written.</p> <p>The unit plans for every subject and every Year level are already written.</p> | <p>Our expectation is that we will quickly grow towards maximum role – given the high number of expressions of interest already</p> <p>Our web designer and social media managers are ready to go as soon as we are contracted.</p> | <p>The building has high earthquake ratings and all other basic health and safety aspects.</p> <p>We will have strong health and safety policies and practices in keeping with a country school.</p> <p>There are very good security facilities on site..</p> |

Education 710+ has a full range of expressions of interest from teachers, support staff and admin people.

The property is in outstanding condition.

Our IT provider () is waiting for the go ahead re design and implementing our IT – including devices.

We have sourced the range of learning resources and providers (e.g. those listed earlier) and they are waiting for orders and include music and sports and resources.

We have a very good range of school and office furniture providers through the previous engagement of Alwyn Poole.

All will be of the highest quality and also fit within the establishment budget.

Our analysis is that the provisions detailed by the funding calculator are, at least, adequate for all maintenance needs.

Questions 11-12: Performance and longevity

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

Our key performance management strategy is through a four person over-sight of the academic growth of students:

- Our performance management/assessment expert – who is NZ's leader in the development and use of E-Asttle.
- Class-room teachers.
- The Principal.
- Reporting to the CEO and Directors.

The skill set we have available will ensure that the testing of a high quality but also as non-invasive as possible for students.

Parents will be kept fully informed and also be seen as being a very key part of our teaching team.

We will have high quality and real-time recording, reporting and responses re attendance.

We will exceed the monitoring and reporting requirements re financials.

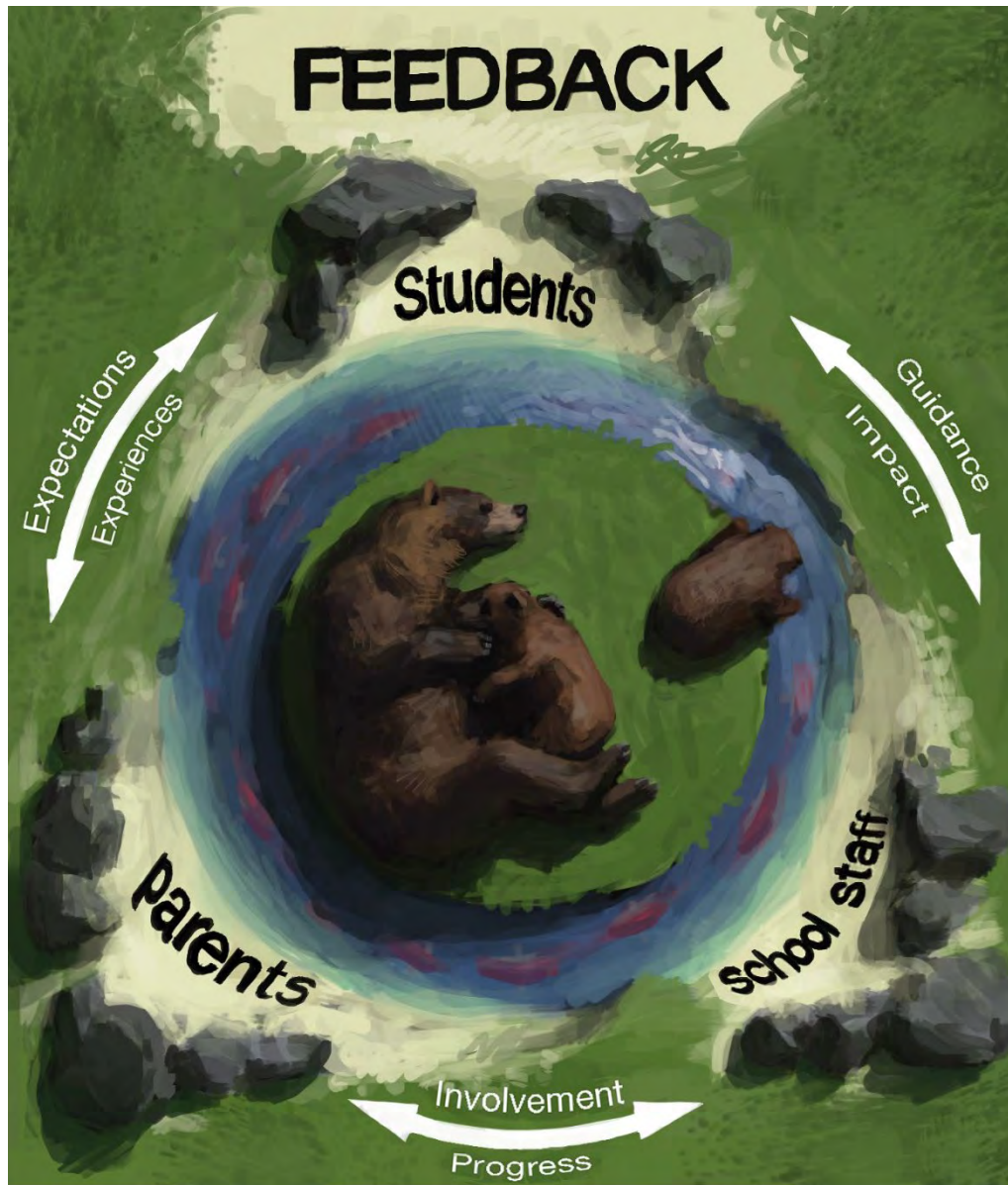
- As we will not be a part of the donations scheme we intend to have a donation of \$ [REDACTED] so at 80% payment would nett \$ [REDACTED]

Firstly, our planning/governance through policies, practices and strategic planning.

Secondly through the outstanding employment process we already have in place and the qualities of leadership and teaching staff on offer.

With high quality student-management systems.

Constant feedback cycles with parents.



Our Business will constantly monitor financial performance and report to the CEO and Directors.

(I have to note that this is a very unusual question – even the “In a practical way”?? Do you want me to video myself acting it out as a one man play? I have many developed talents but I am not sure that would appeal to anyone. And you want 10 year’s worth of practical examples?)

Here is my best on it:

- All staff, children and families will arrive at a beautiful site where it truly be a pleasure to go to school.
- Staff will know from day one of being contracted that they are highly valued. This will include being paid above state and having other employment benefits such as health insurance.
- All classrooms will be kept to the highest standard and stimulating.
- All teachers will be positive, caring and excellent classroom managers. When they need to develop these skills they will be fully assisted to do so.
- Day to day will be filled with high quality teaching and learning.
- Mornings will be dedicated to in class learning with a full range of activities – sport, music, arts, excursions to occur in the afternoons.

The CEO (a young man with limitless energy) will often be found in the near-by Car-Fe – “in a practical way” – he will lead exercise classes.



We will – of course – have succession planning and the Charitable Company structure will allow us to bring in very good new directors when needed. We expected the great grand-children of our first in take to come to the school and be inspired by the names and photos of their forbears

on the honours board.

Part Four. Comments on the draft agreement

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

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

Education 710+ will be happy to work with all aspects.

We most certainly expect to exceed all performance measures.

Part Five. Changes to your stage one submission

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

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

- 1) **The KEY things – above all of the KEY THINGS below – is that we have a new and wonderful building.**



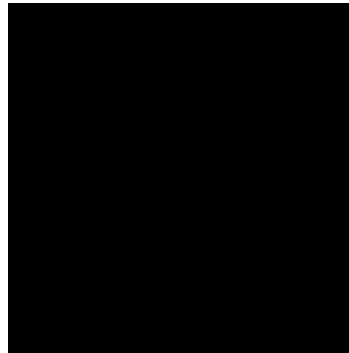
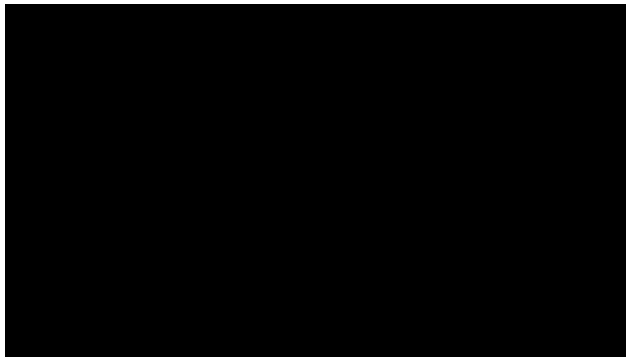
- 2) Through the provision of the funding calculator we have been able to develop detailed budgets.
- 3) On the basis of 1) we have been able to engage providers of resources, etc, on pricing.
- 4) The addition of [REDACTED] as a Director is remarkable for us with [REDACTED] extensive work in Charter Schools in [REDACTED] and [REDACTED] strategic planning capabilities and experience. I believe that [REDACTED] could be a high quality person to engage for many aspects of Charter School development in NZ.

5) **On going work to ensure that we have very high quality staff who will be looking forward to working with us.**

6) **Had our application evaluated by [REDACTED] of [REDACTED] – who noted:**

“I have read through your round one submissions where you clearly demonstrate you understand what you are heading into (certainly having been there before). I don’t imagine you will have had any difficulty with the above in round two.”

7) **Plus the contracting of [REDACTED] and [REDACTED] as “INSPIRERS”**



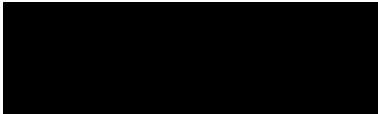
| Part Six. Application Declaration | | |
|--|--|-------------------------|
| Topic | Declaration | Applicants' Declaration |
| Application Process, Terms and Conditions: | I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them. | Agree |
| Collection of further information: | <p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee. use such information in the assessment of this Application. <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p> | Agree |
| Use of Information: | The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews. | Agree |
| Draft Agreement: | The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered. | Agree |
| Conflict of Interest declaration: | <p>The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency and the Application Point of Contact.</p> <p>When you sign the declaration, please consider any perceived, potential or actual conflicts of interest. For example, if you have had any communication or input from the Establishment Board with regard to your application.</p> | Agree |
| Details of conflict of interest: [if you think you may have a conflict of interest briefly describe the conflict and how you propose to manage it or write 'not applicable']. | | |

DECLARATION

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

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

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

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