

**APPLICATION FORM FOR STAGE ONE
SPONSORS OF CHARTER SCHOOLS | KURA HOURUA**

VALOUR MIDDLE
SCHOOL

Response form

Part one: General information

Applicant point of contact	Detail
Contact person:	Nick Hyde
Position:	Director
Phone number:	Landline
Mobile number:	9(2)(a)
Email address:	

Applicant business information	Detail
Trading name:	Advance Training Group Limited
Full legal name (if different):	If applicable
Physical address:	Level 1, 49 Victoria Road, Devonport, Auckland 0625
Postal address:	As Above
Registered office:	As Above
Business website:	URL address
Type of entity (legal status):	Limited Liability Company
Company Number:	Companies Number 9265787
New Zealand Business Number (NZBN):	NZBN 9429052258831
GST registration number:	143-504-301

Charter School Kura Hourua information	Detail
Proposed setting or focus:	Co Educational Year 7 to Year 10 School
Proposed name:	Valour Middle School
Proposed location:	9(2)(ba)(ii)
Type of school:	New School

Proposed roll size and type:	Co-educational, Years 7 to10 Expected 60 per year level for a total roll of 240 students
Proposed opening term (noting that the priority is for schools to open for Term 1 2025):	Term 1/Term 2/Term 3/Term 4 2025 Term 1 2026

Part two: Pre-conditions

Pre-condition	Confirmation of meeting pre-condition
Pass/fail to progress to assessment stage	
Fit and proper person test The sponsor and all known governing members (and future governing members as they become known) must show that they are a fit and proper organisation/person as outlined in the draft legislation amendment to the Education and Training Act 2020 (applicable to all individuals in the applying organisation) before their full application can be assessed.	Completed and signed statutory declaration for the sponsor of this application submission has been provided. Yes Individual completed and signed statutory declarations for all known governing members at the time of this application submission have been provided. Yes Prior to the appointment of future governing members, individual completed and signed statutory declarations will be provided to the agency without delay. Yes
Proposed secondary qualification system Must be internationally or nationally recognised.	Yes We will teach to assess the Co-Requisites of Reading, Writing and Maths for our Year 10's. Year 7 to 10 will follow the NZ Curriculum.

Part two: Statutory declaration form – Fit and proper persons test

See forms for completion on the following pages:

- Form A. Sponsor declaration – complete one declaration per application
- Form B. Governing members declaration – complete individual declarations for all governing members

Statutory Declaration Forms : Form A: Sponsor Declaration

Form A. Sponsor statutory declaration form

To be completed by the person/role with authority to sign the declaration on behalf of the sponsor entity.

I full name NICHOLAS WAYNE HYDE

of address 9(2)(a)

being the applicant for name of proposed charter school | kura hourua VALOUR MIDDLE SCHOOL

in my capacity as role in relation to school – e.g., chief executive, director DIRECTOR

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the sponsor is suitable to operate a charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Conviction history	Has the proposed sponsor ever been convicted of any offence involving fraud or any crime involving dishonesty?	Yes / No ☒ Yes ☐ No	<i>If yes, please provide details of the offence and/or crime.</i>
Financial obligations to the Crown	Does the proposed sponsor currently owe, or have they previously owed money to the Crown including in respect of bodies the sponsor has been involved in managing?	Yes / No ☒ Yes ☐ No	<i>If yes, can you provide details such as a statement of your financial obligations and status with the Crown?</i>
Interventions in other charter schools	Has an intervention ever been applied in relation to another charter school which is or was operated by the proposed sponsor?	Yes / No ☒ Yes ☐ No	<i>If yes, what were the circumstances and outcomes of such interventions?</i>
Breaches of statutory duties	Has the proposed sponsor committed a serious or repeated breach of their statutory duties in relation to a charter school?	Yes / No ☒ Yes ☐ No	<i>If yes, can you provide details of any such breaches and measures taken to address them?</i>
Other relevant matters	Are there any other factors or concerns that should be considered in assessing the proposed sponsor's fitness and propriety?	Yes / No ☒ Yes ☐ No	<i>If yes, please detail what these factors or concerns are and how you would address them.</i>

DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

**Sponsor
signature:**

sponsor signature

Michelle

Declared at:

place

Auckland

**Official witness
name**

name of witness

Jacob Spooner

**Official witness
signature**

signature of witness who is a person authorised to take a statutory declaration

Jacob Spooner

Date:

date

4 August 2024

*Jacob Spooner
Solicitor
Auckland.*

Form B: Governing Members Declaration

Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I full name **ARTHUR JONATHAN GALE**

of address **9(2)(a)**

being a governing member for name of proposed charter school | kura hourua **VALOUR MIDDLE SCHOOL**

in my capacity as role in relation to school - e.g., board, director **BOARD MEMBER**

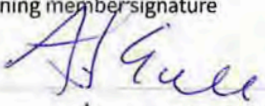
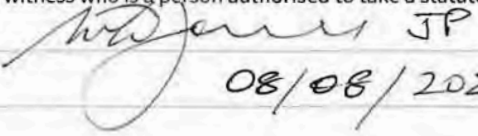
understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious criminal activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	Yes ☒ No	If yes, please provide details of the serious criminal activity.
Bankruptcy and director/promoter prohibitions	Has the governing member been • adjudicated bankrupt under the Insolvency Act 2006? • prohibited from being a director or promoter of, or being concerned or taking part in the management of, ○ a company under the Companies Act 1993 or ○ any other body corporate?	Yes ☒ No	If yes, can you provide details such as bankruptcy records or declarations regarding prohibitions?
Interventions in other charter schools	Has an intervention been applied in relation to another charter school of which the person is or	Yes ☒ No	If yes, what were the circumstances and outcomes of such interventions?

AG
1/2

	was a governing member of the sponsor?		
Breaches of statutory duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	Yes / No	If yes, can you provide details of any such breaches and measures taken to address them?
Other relevant matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	Yes / No	If yes, please detail what these factors or concerns are and how you would address them.
DECLARATION I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.			
Governing member signature:	governing member signature 		
Declared at:	place AUCKLAND		
Official witness name	name of witness Myrlene Dawn Jones, JP #97327 AUCKLAND Justice of the Peace for New Zealand		
Official witness signature	signature of witness who is a person authorised to take a statutory declaration 		
Date:	date 08/08/2024		

Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I full name

ALAN JAMES CURTIS

of address

9(2)(a)

being a governing member for name of proposed charter school | kura hourua

VALOUR

in my capacity as role in relation to school – e.g., board, director

BOARD

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious criminal activity

Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".

Yes / **No**

If yes, please provide details of the serious criminal activity.

Bankruptcy and director/promoter prohibitions

Has the governing member been

Yes / **No**

If yes, can you provide details such as bankruptcy records or declarations regarding prohibitions?

- adjudicated bankrupt under the Insolvency Act 2006?
- prohibited from being a director or promoter of, or being concerned or taking part in the management of,
 - a company under the Companies Act 1993 or
 - any other body corporate?

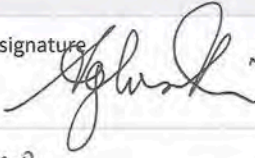
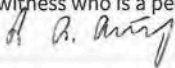
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Has an intervention been applied in relation to another charter school of which the person is or

Yes / **No**

If yes, what were the circumstances and outcomes of such interventions?



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Breaches of statutory duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	Yes ☒ No ☐	If yes, can you provide details of any such breaches and measures taken to address them?
Other relevant matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	Yes ☒ No ☐	If yes, please detail what these factors or concerns are and how you would address them.
DECLARATION			
I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.			
Governing member signature:	governing member signature 		
Declared at:	place <u>Auckland</u>		
Official witness name	name of witness <u>Douglas Allen Astley</u>		
Official witness signature	signature of witness who is a person authorised to take a statutory declaration 		
Date:	date <u>8/8/24</u>		

Douglas Allen Astley, JP
#96217
AUCKLAND
Justice of the Peace for New Zealand



Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I Kirk John Richardson

9(2)(a)

being a governing member for Vanguard Military School (Auckland) Limited

in my capacity as Board Member

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

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Yes ☒ No

If yes, please provide details of the serious criminal activity.

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- adjudicated bankrupt under the Insolvency Act 2006?
- prohibited from being a director or promoter of, or being concerned or taking part in the management of,
 - a company under the Companies Act 1993 or
 - any other body corporate?

Yes ☒ No

If yes, can you provide details such as bankruptcy records or declarations regarding prohibitions?

Interventions in other charter schools

Has an intervention been applied in relation to another charter school of which the person is or

Yes ☒ No

If yes, what were the circumstances and outcomes of such interventions?



Breaches of statutory duties

was a governing member of the sponsor?

Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?

Yes / No

If yes, can you provide details of any such breaches and measures taken to address them?

Other relevant matters

Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?

Yes / No

If yes, please detail what these factors or concerns are and how you would address them.

DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

Governing member signature:

governing member signature

Declared at:

Onetangi, Waiheke Island

Official witness name

Todd Greenwood
Solicitor
Auckland

Official witness signature

Date:

5 August 2024

Form B. Governing members' statutory declaration form

To be completed by all persons who are governing members of the proposed sponsor.

I full name **AUDREY KIM CROSLAND**

of address **9(2)(a)**

being a governing member for name of proposed charter school | kura hourua
VANGUARD MILITARY SCHOOL

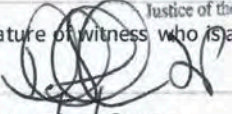
in my capacity as role in relation to school – e.g., board, director
MEMBER OF THE BOARD

understand that the following information is required for the purpose of enabling the Charter School Agency to determine whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

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DECLARATION I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.			
Governing member signature:	governing member signature 		
Declared at:	place <u>WHITIANGA</u>		
Official witness name	name of witness Derek Collier, JP Managing Director #2189 WHITIANGA Justice of the Peace for New Zealand		
Official witness signature	signature of witness who is a person authorised to take a statutory declaration 		
Date:	date <u>25/7/2024</u>		



OUR PURPOSE STATEMENT

To develop young men and women to become productive, responsible learners capable of advancing into secondary school either at Year 9 or Year 11 to any school in New Zealand, including Vanguard Military School. We will strive for excellence in all tasks, will unlock the potential of each individual and create a positive pathway for furthering their secondary education.

The school will utilise the ethos and training methodology of the military in order to achieve, especially for recruits from disadvantaged backgrounds, attitudinal and academic excellence that facilitates further educational training options. The school benefits the education system by providing a model that is in whole or part, nationally able to be replicated.

We are looking to take our experiences and knowledge from starting Vanguard Military School and using those best practices, serve the students now at Years 7 – 10.

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

OUR SCHOOL VISION

ACADEMIC EXCELLENCE

That all Valour Middle School recruits will realise their academic potential by engaging with the school's distinctive pedagogy, a methodology that has seen Vanguard Military School rated in the top 20 schools nationally for the academic NCEA levels they provide in each demographic they represent.

SCHOOL CULTURE

To provide a safe and non-threatening environment where learning can flourish in both a team and individual context, with recruits feeling protected in their pursuit of excellence. To provide a system of pastoral care that is individually focussed and that strictly upholds mutual respect and the pursuit of excellence within the context of the school's honour code.

OUTCOMES

Valour Middle School will provide academic and attendance outcomes well above the national average, such that recruits can confidently progress through Years 7 to 10. We will aim to have every one of our Year 10 students passing the required co-requisites in Reading, Writing and Maths before they embark on to Year 11 in a senior secondary setting of their choice. The objective is to maximise learning potential and confidence for each individual.

COMMUNITY INVOLVEMENT

The school will continue actively to communicate with parents and caregivers in a timely manner and shall engage with community representatives and groups in order accurately to establish community needs and academic opportunities. The school will continue to ensure it serves catchment areas to provide for opportunities for underserved learners, or those looking for a second chance at an education.

RESOURCES

Through good financial management we will provide the school independence to grow, always develop and meet its strategic needs, whilst at all times improving the student experience at our school.

STAFFING

We will employ and retain high quality teaching, non-teaching, administrative and support staff across all parts of our curriculum and day to day tasks. The staff will promote and pursue our school vision, maintain high ethics and values, and assist the school to meet its strategic goals.

FACILITIES AND INFRASTRUCTURE

The school will fully resource itself to provide the facilities and infrastructure it needs to meet its goals. Recognised infrastructure space norms for the education sector and health and safety requirements will be applied throughout.

A CULTURE OF SUCCESS

As a new school we will strive to develop a culture of success with which each student can identify. All successes are to be celebrated and students and staff alike are encouraged to be the best they can be so that year after year the highest standards are kept educationally, with regard to student engagement, discipline and behaviour.

CO-CURRICULAR EXCELLENCE

The school will actively encourage and support recruits to perform at their highest level in sports, arts, cultural activities and in public.

PARTICIPATION IN SCHOOL ACTIVITIES

All recruits at Valour Middle School will represent the school during the year at sporting events, cultural events, and public events, or when hosting visitors at the school.

b) What motivates you to establish this school as sponsor?

Valour will act primarily as a feeder school for Vanguard Military School which had been requested by government to add years 9 and 10 to its Year 11, 12 and 13 offering. However upon the changes to the old charter school model ^{9(2)(g)(i)}

The opportunity to extend highly successful education provision to younger recruits, as modelled by Vanguard Military School. Vanguard was established as one of the first charter schools in 2014 and the motivation to provide a style of education that engages with young people and provides a different option for academic success has never dwindled. They now have 10 years of evidence that their model and innovations are providing academic success for their recruits, satisfaction to their families and communities, and pride in their recruits' behaviours and interactions.

We wish to provide a school that offers hope, opportunity and a second chance to those that need it the most. This we believe we shall do, whether recruits progress to Vanguard Military School, or to standard forms of secondary education.

One of our strongest motivations is the challenge involved in applying a model that is ten successful years in the making to younger recruits. We are under no illusions that this will take flexibility, adaptability and commitment to the task. We understand that our success will positively impact learning for recruits in the senior secondary levels, providing greater impetus for those who intend replicating its already impressive

*c) What are your aspirations for the proposed school | kura
hourua?*

Overall, our aspiration is to develop Valour Middle School as an effective feeder school for successful secondary education. We aspire to replicate the model across the country in the future. Our immediate aspirations align with our school vision in the following ways;

Academic Excellence

- To have 100% of our recruits passing at each co-requisite test of Reading, Writing and Maths before they complete Year 10.
- To have equal results of achievement across all ethnicities
- To rank in the top 20 schools at a National Level for Achievement above the expected standard.

School Culture

- Recruit attendance will be higher than 90% on average across all recruits at the school
- The rate of student retention will be 10% higher than the national average across Years 7 to 10.
- The school will hold a zero-tolerance approach to drugs and alcohol as well as physical assaults.

Outcomes

- The school aims for 90% of leavers to progress to achieve NCEA Level 2 at Secondary School. We intend to monitor their progress.
- The school will actively engage and set up pathways with schools, especially Vanguard Military School, to assist in meeting this target.

Community Involvement

- All community contact within school hours will be responded to within 24 hours.
- The school will provide opportunities for parents and caregivers to become actively involved in their children's education.
- The school will create and maintain relationships with local Police, Schools, the NZDF, Oranga Tamariki, sports clubs, churches, health service providers and youth services to provide benefits for its recruits.
- All parents or caregivers are to be provided with academic, attendance and behavioural feedback each term.

Staffing

- Using a rigorous and professional recruitment and selection process, the school will employ staff of the highest quality to meet the full range of tasks for which they will be hired. The school will identify staff who improve, or have the potential to improve, the school and will provide them with professional development opportunities to grow and develop in order to retain their services and provide future direction and leadership through their experience for the school.
- All staff will have performance appraisals annually.

Resources

- Ensure annual operating expenses don't exceed revenue
- Maintain revenue streams so as to provide recruit support services like travel, breakfasts, stationery and uniforms.
- To secure a permanent and suitable school site.

Facilities and Infrastructure

- The school will be fully compliant in terms of health and safety regulations and will conduct an external audit every two years.
- The school will review its priorities every two years with regard to buildings, infrastructure and resources and outline any future developments.
- The school will maintain a 5 year property plan to ensure that all facilities and resources are maintained or have funds for maintenance.

A Culture of Success

- Valour Middle School will record statistics in a number of areas to show a history of positive change and success for which recruits, former recruits, staff, families and the community can be proud.
- Provide a Graduation Parade every year along with awards that recognise academic and attitudinal excellence.
- Encourage close ties with Vanguard Military School, where recruits that excel can pass on their motivation and success habits.
- Historic individual physical training achievements to be celebrated and recorded.
- 100% Attendance records of individuals to be celebrated.

Co-curricular Excellence

- Valour Middle School will provide each recruit who is performing at a national level with the appropriate support to assist them with their academic course, whilst still pursuing their co-curricular excellence.
- Any co-curricular activities endorsed by the school will be well resourced so that recruits may always achieve their highest standards whilst portraying the values of our school.

Participation in School Activities

- Recruits from all sections will regularly compete against each other in various physical and academic challenges. Each year a section will be identified as having won the highest points for the year and be appropriately rewarded at Graduation.
- Participation is required from all recruits at civic functions identified by the school in a service capacity.
- Recruits will be given the opportunities to represent the school when school activities require us to interact with the community.

This type of school, taking its academic and ethos cues as it does, from an already successful senior secondary school, provides a Unique Choice for Parents and Students Across Auckland – A school with no school zone that accepts all, and provides a unique choice of difference for students and parents alike.

The school grows out of a need to provide, largely though not exclusively, a second chance education for many students who have failed in or been failed by the standard school system. Its unique mix of structure, focus and intense pastoral care within a military style matrix, engenders a commitment to see each and every student succeed.

With professional management, this offering will result in successes that exceed expectations, a level of performance that has been sustained at Vanguard Military School for 10 years. The transformations in recruits will be both academic and social. Whilst the former is the espoused purpose of any educational institute, it is the latter that will reinforce the ethos of the school and make of it a place of excellence.

The methodologies and values that have led to Vanguard's continued success will serve Valour Middle School well by its being established within a flexible system in which to run the school.

The New Zealand Defence Force and the Auckland RSA are communities of interest, as is to be expected in what will be the only military Middle School in New Zealand. Valour intends negotiating connections with the New Zealand Defence Force to ensure access to their recruiting team, the physical concourse at the Whangaparaoa training site, visits to the RNZAF base at Whenuapai and an annual stay at the Naval Marae in Devonport. NZDF personnel will join in with our special events. We shall utilise our former recruits who serve in uniform to return to speak at assemblies and in classes to inspire progress in education.

The Auckland RSA are also supporters. Older service people enjoy the ability to tell their stories and interact with young people. The connection between young and old will be encouraged at Valour.

Māori and Pasifika will be a special focus at Valour, as indeed is the case at Vanguard, where strong whanau connections now exist, especially once recruits began to achieve at exactly the same rate as their European counterparts.

Good Values and Manners in the Community – Valour intends working just as hard on the manners and values we intend to instil in our young people as we do in helping them realise academic achievements.

e) What are the key educational features of your proposed charter school | kura ourua?

OUR TEACHING STYLE

We are heavily weighted towards an instructional style of teaching as opposed to devices. We expect staff to pass on their stories and past experiences so that recruits will enjoy that interaction more and absorb more of the information being passed on. We offer examples and non-examples for concept attainment. This ability to work out right from wrong and the reasons why promotes lifelong learning. There is still plenty of peer interaction and experiments as well as independent study but by in large our success has been attributed to our instructional teaching approach.

SMALL CLASS SIZE

By utilising our small class size, 20 to 1, and providing varied instructional approaches we aim to reduce the barriers many of the recruits have had in the past. It provides for more one-on-one time for recruits, the teacher the ability to interact with every recruit to ensure they have understood a concept and less time spent on classroom behaviour management.

EXPECTATIONS, STANDARDS AND THE HONOUR CODE

All students have to live up to the expectations and standards set in the Honour Code. Recruits abide by the honour code or face consequences agreed to in our disciplinary system. These include, amongst others, their presentation, behaviour, ability to follow instructions and interact with others and staff. Like the military, standards are set for all and failure to follow them ensures a consequence. The system is backed by close communication with parents for any breaches.

EVERY STUDENT IS EXPECTED TO PASS AND ITS MONITORED

At Valour it will be explained to all students that from the onset it is expected that they will always try their best and in doing so give themselves the best opportunity to succeed.

The school monitors every recruit and every assessment with the desired aim to see them all gain their Co – Requisite qualification in reading, writing and maths. The school also doesn't abide by the notion that the age of the recruit determines the year level they enter. In the past we have had many second chance recruits looking to return

to school and we have placed them at their appropriate learning level. We will continue that approach to help students who are behind develop the skills they need before entering secondary school and formative assessments.

THE PASTORAL CARE SYSTEM

We use a unique system that places all the recruits in sections (houses) named after New Zealand Victoria Cross winners. These sections are made up of just 20 students and they compete for section points in a range of activities that by default help the school maintain its standards in the following ways.

- **Attendance** – points are awarded to sections who have the least absent or late students. This improves attendance rates and promotes a culture of not letting your fellow recruits down. A bonus point is given for every day a section is 100% in attendance.
- **Behaviour** – points are awarded to sections that gain the least CT's or Charges. Again, positive behaviour is rewarded whilst negative behaviour lets down your section.
- **Attendance** and **Behaviour** are closely monitored by the Section Leaders (Teachers) and a Deputy Principal. Intervention points are well marked and trigger making phone calls home to parents or calling them into school to discuss any issue. This high level of monitoring is a large focus for us as we are able to intervene and put positive solutions in place for the benefit of everyone before it becomes a bigger problem.

THE TIMETABLE

We use a timetable that provides for all academic classes to be done at the start of our day, this allows for the afternoons to be used for Physical Training classes. Our experiences have found that the recruits focus better in class in the morning and enjoy letting off steam in the afternoon. The whole school is timetabled to do physical training in the afternoons, and this has had positive effects particularly for recruits with ADHD. It aligns with a healthy body, healthy mind approach.

A TWO-WEEK INDUCTION

Valour will work very hard to explain to parents and recruits how the school works and what is expected of them. Attending an Orientation Evening is compulsory for a recruit and at least one parent or caregiver. From there they must meet with a Deputy Principal to lodge their formal application. Once this is done all new recruits regardless of their year of entry attend a two-week induction programme prior to school starting to learn military drill, methods of movement around the school and expected physical training warmups and drills. This process by in large acts as an intake system like the military

whereby students have the same basic level of training before moving forward into their academics. Existing students are phased back during these two weeks to assist and guide the new recruit's development and the induction ends with the existing recruits welcoming them into the Valour family with the school haka.

A FOCUS ON NUMERACY AND LITERACY STANDARDS

This is seen as critical to our goals by making a concerted effort to improve the numeracy and literacy skills of our students. We acknowledge that we need to provide a diverse curriculum however many of the nice to have aspects of school life will be traded to provide more academic time to be spent on achieving the required numeracy and literacy levels .

A MILITARY FOCUS IN OUR CURRICULUM

Across the curriculum a special effort will be made to retain a military focus.

OUR HISTORY AND TRADITIONS

As Valour will be a new school we have the opportunity to establish traditions and a history that are unique to our educational programme.

- **The 300 Club**

Due to every recruit doing physical training a unique physical challenge has been taken from the West Point Military Academy in the United States and replicated here. Students who pass this gruelling physical test also gain their name on our wall.

- **ANZAC Day Services**

Since when we first established Vanguard Military School it has been compulsory for every recruit to march at an ANZAC Day parade regardless of it being a holiday or weekend. In our first years this saw the school parade at the Browns Bay service through connections at the local RSA but as we have now reached a large roll size the school splits in half with recruits also now marching at the Dawn service and Civic Service at the Auckland War Memorial Museum. This is a great honour for the school and has come about through our close association with the Auckland RSA. Valour Middle School Students would be expected to do the same.

- **The Matakana Terminator**

Every year the entire school goes to a military assault course up in Matakana where the sections complete an intense obstacle course, another military style confidence course,

do equipment carries, crack codes, build bridges and navigate whilst competing against each other. Leadership and teamwork are critical aspects of our school and this type of team focused event is a catalyst for peer learning..

- **Our Graduation Parade**

We do not have a prizegiving, instead it is a military style graduation parade. All students march in, all students are honoured for their academic achievements, cultural and physical training displays are held, and we have our student address. Family and friends attend, and this event is the highlight of the year.

f) How will these features enhance the learning experience of students?

Our Teaching Style: Many of the students' schooling experiences have involved having to research for themselves and doing tasks through digital platforms with no true consequence around whether the understanding of the concept or answer is correct. With Instructional style teaching we are asking our teachers to interact and inspire and to quiz the recruits during class verbally to ensure they can explain their understanding or give their answer correctly. If it is wrong, we know what to address and improve on. This method is proven to provide better life long learning.

Small Class Size : This provides more direct contact with the teacher for the student. There are less distractions in the classroom and our teachers do not have to waste time with classroom management so more time is spent learning. Behaviours being monitored also mean students feel safe to ask questions and try to succeed in each and every class. This is quite different from some schools with 36 in a class. It gives the student the feeling they are important and not just a number.

The Pastoral Care System: As a school we allocate each learner to a Section. This are also made up of just 20 students and they have a dedicated Staff member who is in charge of their attendance, wellbeing, academics and behaviour throughout the year. The Section Leaders are expected to treat their Section like their own sons or daughters. This fosters a sense of belonging and a strong peer bond that supports the student during their time at Valour.

Compulsory Subjects : By allocating all students more time to take English and Maths at every year level we tackle the issue of poor numeracy and literacy head on. Our staff are expected to continue to work after school and during the holidays to assist recruits get to the required level rather than allow them to opt out of taking these subjects.

Our History and Traditions : These again give the student a sense of belonging and hope. Knowing that students from similar backgrounds to themselves come to Valour and are looking to achieve helps them believe in themselves and the journey they have just undertaken.

Expectations, Honour Code, A Military School : All of these lead to a sense of pride and belonging at our School and can be directly attributed to how they present themselves and our high attendance rates.

The Timetable : By allocating the morning to teaching sessions we are able to maintain the focus of the students towards their academics for longer as they know that in the afternoon, they will be able to be active through physical training. This simple timetable has been credited with assisting in our academic achievement.

g) How will this support parental choice or enhance the learning opportunity for students?

Many parents acknowledge that their local school may not be the best fit for their child however in some areas the tight zoning of school enrolment areas can mean that they only have that option available to them. As we intend to be situated in Albany the school will also provide an opportunity not only for anyone to enrol from across Auckland but within proximity are the two largest intermediates in the country which are overflowing in Northcross Intermediate and Murrays Bay Intermediate. Parents would now have a distinct choice of where to send their child.

Valour provides parental choice in four ways;

As a school with **no zone**, we automatically provide parents with an additional option from their local school. An example of this could be that you have a child who is in zone for a Boys or Girls only Secondary School however the parents or caregivers would prefer to send their child to a Co-Educational school. We are also an option for parents who are concerned over the safety of their child in their current school.

It also provides a different style of school with a **higher level of structure** and discipline as well as instructional teaching. We have found that many parents have found the structure and discipline, the routine of how we operate has suited many neuro diverse recruits with Aspergers and ADHD whilst others enjoy the fact we have always banned cell phones, have limited teaching with devices and have compulsory Physical Training. Parents also enjoy the high level of pastoral care when monitoring attendance and academic performance and the high levels of communication around this.

With the ability to enter the school at any **one of the four-year levels** it allows parents to plan at any point during this time to move their child to Valour from their current school if need be. There could be a range of reasons for that decision but ultimately it will be the parents to make, and we provide that option for them.

Lastly, we also provide **a choice** available to parents due to cost. As a school that provides transport, stationary, additional food and even uniforms. Valour is an attractive choice for parents and caregivers with large families where some school fees and costs place a high burden on them.

h) How does the model show innovation and what benefits does it provide to the community of the proposed school?

The entire school is an innovation from the morning parades, our timetable, providing unique classes like Defence Force Studies, the Recruit Development Course and Physical Training to our unique pastoral care system. Many of these are listed in the questions around our Educational strategy above.

The benefits we provide the community are quite simple.

- 1.** A school where a pass rate of 100% for the Co-Requisites in Reading, Writing and Maths is the aim for every Year 10 student meaning we need to ensure our numeracy and literacy programme from Year 7 to 10 delivers for every student to be at the standard.
- 2.** A school that cares about the type of graduates it sends out into the community. We are looking to provide productive citizens for New Zealand not just in an employment sense but decent people who have honour and integrity and will make the right choices in life, often to serve others. Secondary Schools will look forward to enrolling our graduates with the desired outcome being more students engaged with school and able to attain University Entrance.
- 3.** Because we focus on ability levels and not age levels, we provide the community with the opportunity to reengage learners into the education system before it is too late.

i) How does your model provide opportunities for all students in the proposed school's community (including communities of interest)?

Our model provides the opportunity for any student who has not enjoyed their previous school experience to join Valour in any year from 7 to 10. With no zone and an accept-all policy in place, Valour Middle School will provide for those who have previously failed and need a second chance, for those who have made mistakes with their own choices and for those who may be the victims of bullying or find themselves in an environment they no longer enjoy.

We shall enrol both boys and girls and shall have no entry requirements regarding fitness or academic levels.

We intend being a school of choice for recruits who wish confidently to progress to senior secondary education, or who desire eventually to join the military as we shall be the only military middle school in the country.

We provide a good opportunity for confident and competent progression in the school system, whether to a similar school or to a normal secondary school. Valour is about providing choices to recruits who might otherwise not have been able to exercise them.

a) What is your strategy to raise academic achievement and how will this benefit the students at the proposed charter school | kura hourua?

Valour Middle School will strive for the strategic goal of achieving a 100% pass rate at every level, reading, writing and maths for the CO-requisite exams for every one of its Year 10 graduates. The benefits of this will be that it will set up a generation of children to have better opportunities when they advance to senior secondary school to go further and gain University Entrance but also to become the best versions of themselves.

Individual Pathway Plan – At the start of every year the student, their parent/caregiver and the school meet to formalise the education plan for the recruit for the year. It is used as a goal setting task and it helps align the student, the parent/caregiver and the school to all be focussed on achieving the exact same educational outcome. An example could be the student wants to gain improvements in a specific area, a target on how many books they will read a year, a physical fitness goal or behavioural or attitudinal improvements. This allows for input into subject choices, the reinforcement of performance levels to meet that target if a student starts to struggle or doubt themselves and of course achievement steps being put in place to assist getting there. Pathway plans can change, and we are also adaptable to make that happen and change course for the new aim.

All students are monitored – High attention to detail is expected by staff to help guide the recruits to success. This monitoring at a high-level, concentrates on ensuring their attendance is high, that there are enough academic opportunities for them to meet their pathway plan and that their attitude, wellbeing and behaviour don't impact on their academics negatively. The school holds databases and spreadsheets on all this data, and it is presented monthly at Board Meetings

A low pupil to teacher ratio – To achieve the first two strategies listed above it was important to us that staff had enough time to put equal amount of time into their academic teaching as well as this requirement of working with recruits to meet their goals and the monitoring administration that goes with it. To allow that to happen we find that by reducing the class sizes from what used to be in the 30's to 20 it has had an extremely positive impact on the recruits and what they can achieve as well as our staff who enjoy seeing the success from their hard work.

Compulsory English and Maths – To tackle the poor numeracy and literacy rates of many of our students and knowing that to achieve NCEA they need to pass the co-requisite reading, writing and maths tests it has been made a priority, with extra timetable classes scheduled for maths and English. There is no opting out. What there is, is an ingrained culture through the staff to offer their services during class, after school, at academic catch ups and in the school holidays to improve the knowledge of our recruits in these subjects. This strategy raises the number of our recruits achieving the co-requisite and therefore the Schools and individual students future NCEA results and University Entrance results.

High Attendance through Our Pastoral Care System – We believe good attendance goes hand in hand with good achievement. At a school where students travel on buses and trains across Auckland to reach the Albany Campus it is made clear that the school focuses on results, not excuses and therefore their attendance is expected and monitored every day. Failure to be on the morning parade ground results in phone calls being made to them and their parents/caregivers to ascertain the reason. The expectation is that for anyone absent they are required to contact the school prior to that morning parade. These expectations around attendance kept the attendance rate high and therefore the number of hours of learning each student gets is assisting them to achieve academically.

The Right Starting Point – Valour believes in giving every student the chance of succeeding. As a school that offers an opportunity for all we will enrol students who have previously failed to achieve their desired Year standard. In some cases, they have then left school before deciding they want to pursue it again and enrolling at Valour. As a policy instead of enrolling them at what their age would usually determine we enrol at the level of their assessed learning. This means we will enrol students into the Year level that matches their ability. The reasoning for this is if they failed to achieve the targets for Year 8 originally why would we expect them to now pass Year 9 with no learning interventions having taken place between times.

A Culture of Success and High Expectations – Having now attained a history of high academic achievement over the past 10 years the culture of success and achievement ingrained from Vanguard Military School will look to be passed into this school. Incoming students are made aware of the expectations on them to try to be the best version of themselves and to continue the legacy whilst existing students are motivated by the initial success to now go on and forge the career they have been looking for. High expectations are placed on each and every student through our monitoring systems and for those who are struggling we have strategies to assist whilst not letting go of the

b) Outline strategies for addressing academic underperformance.

Valour intends employing the following strategies to address many of the barriers that exist between the recruits and their educational achievement:

Lack of Confidence and Self Esteem – Due to many learners being unable to grasp essential concepts, or confidently engage with the required curriculum whilst they were attending school, their confidence and self esteem is low and they have little belief they can achieve.

Valour provides opportunities to build this confidence through a two-week induction process where they can learn military drill, the school haka, participate in team building activities and slowly work their way into the learning environment. Many small steps of success along the way results in confidence, motivation and a sense of pride in achievement.

A Lack of Connection to Learning – Many students fail to feel connected to the school they attend or see the value in what they are learning and how it affects their future. They feel that although others have a sense of direction at school, they do not, and they feel lost and wonder why they should bother to attend. Other reasons for a lack of connection can have to do with the culture within the school, the curriculum they are learning and how safe they feel whilst learning.

Valour provides a purpose and an opportunity to change. The use of instructional teaching will make it clear what recruits are required to learn, why and how it will help them. We shall cater for different needs but expect success for all. In the process we shall build strong bonds with the recruits, provide them with a place that is theirs, that they can be proud of, and is a safe place where they can feel secure in their learning and being the best they can be because of the structures and disciplines-cum-pastoral care we have in place for all.

Low Expectations and a Cycle of Failure – Many learners have low expectations of themselves and what they can achieve at school. This can occur through prior experiences at school where they did not achieve, and through the experiences of their friends or family who also did not achieve. By accepting non achievement and by being surrounded by non-achievers a cycle of failure and low expectations can result.

Valour holds all its recruits to high expectations. A key way to dismiss this cycle of failure will lie in bringing former recruits back to talk to the current ones. They will explain their backgrounds, build those connections and then explain the successful journey they are now on. Whether these past recruits are from a senior secondary military school, or a normal senior secondary school, the knowledge that someone just like them has been there and done it inspires them to succeed.

A Lack of Knowledge of Pathways to Education and Employment Links –Often students have no aspirations or knowledge of a long-term future they do not experience in their home environments. This includes employment opportunities and how to obtain entry into the required higher level courses at University or Polytechs. They are also unaware of what qualifications or subjects they may require to assist them towards their goals. Because of this lack of knowledge and lack of guidance from others, students can become disheartened and disappointed when their aspirations cannot be achieved, and they give up.

Those who proceed to Vanguard Military School will have this addressed in a number of ways. A career pathway plan is decided with the recruit and their parents/caregivers at the start of each academic year so that everyone aims for the same goal. A subject, Recruit Development Course, that is compulsory for all recruits at every year level allows for time to be spent on researching chosen careers, gaining credits towards what they need and for staff to provide guidance and advice on how they can achieve success in their chosen field.

Poverty/Living Conditions/Family Life – There are a number of issues that can be traced to a recruit's family or home life and that can pose a barrier to their learning. These include instances where alcohol, drug abuse, violence, crime and gang affiliations are present. Some families struggle to provide adequate food, heating and resources. Some families move frequently which can be unsettling for their education.

Valour will provide a safe environment for all, that welcomes everyone and makes them feel part of the school. We shall teach about the effects of alcohol and drugs and the way education breaks the unhealthy cycles these can create. Recruits will be inspired to be the role model for their younger siblings. There will be no school fees of any sort, all stationery will be provided, all devices, transport and food. Uniforms will be purchased by way of a donation. We shall ensure access to the charitable trust at Vanguard that assists families in need as well as charitable associations with church groups.

With the external factors now highlighted, the following are internal processes we follow to assist recruits when they are not reaching their potential.

High Monitoring allows for Interventions – All students will have the entire year monitored. All assessment points standards that are undertaken through their curriculum choices are registered on a spreadsheet. As results come in during the year a careful eye will keep on ensuring they have enough opportunities to gain the required knowledge to enable them to progress. If they begin to have difficulties we shall intervene by arranging meetings with the student and parents or caregivers to offer solutions. These include some of the following:

Additional classes are made available in holidays – We will have a committed staff that provides academic lessons throughout the holidays. This will greatly assist recruits who may have missed lessons through sickness or poor attendance as well as those who have taken longer to understand the concepts of what they are required to learn. In some cases, a staff member may put on an additional standard to assist in gaining more credits.

Academic Catch Ups – These will be arranged at any time during the year when a staff member feels a recruit is starting to fall behind, or needs additional assistance to master a concept being taught. This will be arranged through a Deputy Principal and in liaison with the parents and caregivers.

The Use of External Providers – For many of our vocational learners the ability to familiarize with concepts and practices related to specific vocations provides a sound link between learning and its relevance.

c) Who will the school offer this new opportunity to and who are the students?

Valour Middle School would like to offer students throughout Auckland the opportunity to attend at Years 7 to 10. We would not have a zone and would wish to keep it that way as we see the benefit of the diversity of a student population that comes from all over Auckland. If the student has bought in to our model of schooling, we are open to accepting them.

9(2)(ba)(ii)

We expect an equal number of male and female students. We expect an even balance of recruits from South, West, Central with possibly more from North Auckland due to the fact that it holds the two largest intermediate schools in the country and many parents may like the opportunity to enrol their child at a smaller school.

The school will be an attractive opportunity to a variety of groups. The first will be made up of students who need a second chance, either due to their own decisions or

efforts at previous schools, or because of the way life has panned out for them. The second are likely to be the group of students who believe that our model of schooling will suit their style of learning and give them the best chance of succeeding in their educational goals. We will enjoy the challenge of inspiring both groups to be the best version of themselves.

d) What is your strategy to uplift the student attendance and how will you measure this?

We will pay high attention to our attendance rates as we have the simple belief that through regular attendance the student will make good progress. Even though students are likely to travel from across Auckland we expect exceptionally high attendance levels. Our strategic goals will include a KPI of a 90% attendance rate for the school at all levels. This calculation will be based on the number of days the school is open compared to the days the student attended which is slightly different from the Ministry's way of collecting data. In spite of that, Vanguard Military School's attendance figures are 30% higher than the national average. Valour Middle School expects no different.

Attendance will be measured in the following ways. Each morning attendance will be recorded at morning parade. A roll call will be taken in every class before the day ends with the dismissal parade. All information will be entered by the staff into the KMAR System which we shall monitor.

Students whose attendance is below the 90%, will be spoken to by Section Leaders and parents are called in. We may well issue attendance contracts as a means of escalating the matter.

Strategies we shall use include the awarding of points for attendance for sections, weekly reviews by section leaders, trigger points that call for parental intervention, assisting with transport to school, and lastly working hard to make Valour Middle School a place they want to come to.

An example of Vanguard Military School's monitoring of attendance is detailed below from their recent Principal's Report at the July Board Meeting. This would be replicated for Valour Middle School.

Attendance Data Term Two - (Period 29 April 2024 until 5 July 2024)

Attendance rate for whole school:

<i>Justified absence</i>	<i>5.5%</i>		
<i>Unjustified absence</i>	<i>0.6%</i>		
<i>Overall School attendance for Term</i>	<i>93.7%</i>		
<i>Attendance by Year Level:</i>	<i>Level One</i>	<i>Level Two</i>	<i>Level Three</i>
<i>Justified absence</i>	<i>6.5%</i>	<i>4.7%</i>	<i>5.7%</i>
<i>Unjustified absence</i>	<i>0.3%</i>	<i>0.6%</i>	<i>1.3%</i>
<i>Overall Year Level Attendance Rate</i>	<i>92.9%</i>	<i>94.5%</i>	<i>94.7%</i>
<i>Attendance by Gender:</i>	<i>Male</i>	<i>Female</i>	
<i>Justified absence</i>	<i>5.5%</i>	<i>5.6%</i>	
<i>Unjustified absence</i>	<i>0.4%</i>	<i>0.8%</i>	
<i>Overall Attendance Rate</i>	<i>93.9%</i>	<i>93.4%</i>	
<i>Māori Attendance for Term:</i>			
<i>Justified absence</i>	<i>5.7%</i>		
<i>Unjustified absence</i>	<i>0.7%</i>		
<i>Overall, School Attendance Rate for Māori</i>	<i>93.2%</i>		

Valour Middle School sees no reason why they cannot duplicate this commitment to school attendance.

e) Detail attendance improvement programmes and initiatives.

Valour Middle School will work hard at establishing the same values and practices that work so well at Vanguard.

Whilst some adjustments will need to be made for a younger age group, the same principles of good organisation, consistency of staff commitment, high expectations, keen pastoral care and firm discipline will be inexorably applied. Valour will be Vanguard’s main feeder school and both the Board and Staff are committed to excellence in providing quality education, especially for those who have struggled in the education system. It is our passionate belief that exposure to a highly organised and committed environment provides an experience that is life-changing for recruits. We are pragmatists, and not ideologically driven, and every effort will be made to maintain high standards.

f) Present a budget for the first few years of operation that shows at a high level expected revenue vs expected costs.

Please see Appendix attached.

g) Explain how funds will be allocated to various operational needs.

With the benefit of 10 years experience governing and managing Vanguard Military School as both a Charter School (2013 – 2018) and as a State school (2019 – present), the Board and senior management have accumulated a high level of experience and knowledge in allocating funding towards the operational needs of the School that we can bring to Valour Middle School. The allocation of funding to the various operational needs will be largely driven by our budget setting process.

We have a robust annual budget setting process and monitor year to date actual operating results against year to date budget on a monthly basis – this information is presented and discussed at monthly board meetings. We have an established Finance Sub Committee that performs the treasury function of monitoring cash flow and placing any excess reserves on Term Deposit. Through fiscal prudence and careful cash flow management, the School has consistently recorded annual surpluses and has accumulated significant reserves.

With the benefit of 10 years worth of historical operating results to refer to, we believe the detailed budget we approve for the 2025 year (which will be completed after we receive advice that we have passed the first round of the Authorisation Board review), will be well informed and accurate. It is this budget that will largely determine how the schools various operational needs are satisfied from the available funding.

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

Strategies to include:

- Meeting/beating the negotiated performance targets and other terms of the Charter School Contract – ensuring our performance guarantees that we complete the initial 10 year terms of the contract and are approved to exercise further contractual rights of renewal/rollover.
- Budgeting for operational surpluses and through careful financial management achieving operational surpluses
- The Sponsor will make available a working capital cash commitment on an “as required basis” to allow the School time to build up cash reserves through the year on year operational surpluses.
- Opening further new “Vanguard/Valour Schools” in order to spread administrative/overhead costs across multiple Schools in order to reduce per School administrative/overhead costs.

Financial Oversight and Accountability.

We are confident in the financial systems we have developed, including our processes in relation to approving capital and operational expenditure. The Board, as noted in the School’s schedule of Delegations, has retained key responsibilities to ensure any commitment payment towards operational and capital expenditure over certain limits require Board approval.

The Board has an established monthly reporting format that includes monthly year to date profit and loss reports and the Balance Sheet, Year to Date Profit and Loss is reported against Year to Date Budget and any significant variance is reviewed.

We have two existing Board members who are experienced financial professionals and whom have access to the Schools accounting software (Xero) and regularly conduct reviews.

The School Board includes two trustees who are members of the Institute of Directors and two who hold external post university Accounting and Finance qualifications. One trustee is a partner of a long established Accountancy and Advisory firm. These trustees, together with our Principal make up our Finance Sub Committee and provide knowledgeable guidance and oversight. They are responsible for reporting back to the full Board on financial matters.

We will develop and approve an annual Budget and will carefully and regularly review actual trading against budgeted trading in order to quickly identify and remedy any issues of concern.

The School, subject to successfully negotiating contract terms, is confident they can continue to achieve operational surpluses. As an indication, the School over the period 2019 – 2023 recorded average audited surpluses of \$140,000 with the lowest surplus recorded during this period being \$60,000. No deficits were recorded.

i) What is the governance structure and ethos for the school (including relationship with existing governance for the organisation or school)?

The sponsor, 9(2)(ba)(ii) has elected to adopt a commercial governance model appropriate to its intended enterprise size. It shall form a company, Valour Middle School (Auckland) Limited and operate the school through this company. At this stage Nick Hyde would be appointed as Director of the company. The Sponsor believes that the commercial framework as provided by a company and the associated legislative framework governing Companies is an appropriate vehicle for achieving our purpose and goals.

Specifically, the Sponsor through 13 years of experience gained through owning and operating a successful PTE that served this demographic of learners and then founding the original Vanguard Military School and operating the School since 2013 believes that a for profit model with a commercial structure will foster the adoption of innovative strategies that will deliver the continued high engagement and academic achievement that our community wants. As a company we believe we can be held accountable.

The Company will adopt a constitution setting out the rights, powers and duties of:

- The Company
- The Advisory Board
- Each Director
- Each Shareholder/Stakeholder

Ownership/Stakeholder Structure

At the time of drafting this application the Sponsor is awaiting confirmation from the Charter School Agency in relation to the quantum of key components of funding, including property/property maintenance ^{9(2)(j), 9(2)(ba)(ii)}

^{9(2)(j), 9(2)(ba)(ii)} Ideally a model where funding followed the teacher would be a suitable outcome.

There is also uncertainty around contract negotiations and the final terms of the Contract, and whether the proposed legislation (Education and Training Amendment Bill) will change significantly before being passed into legislation.

The outcome of the above will determine the level of required working capital of the School and influence the ownership/stakeholder structure and composition of both the Sponsor and School.

Subject to the above, and legal guidance, the Sponsor is considering the following ownership/stakeholder structure:

Sponsors (Advance Training Group Limited) shareholding:

- Nick Hyde
- Investors who provide cash investment/committed lines of credit
- Board/Advisory Board Members
- ^{9(2)(ba)(ii), 9(2)(j)}

School (Valour Middle School (Auckland) Limited) shareholding:

- Sponsor (Advance Training Group Limited)
- ^{9(2)(ba)(ii), 9(2)(j)}

The Sponsor will adopt an Advisory Board model for Valour Middle School (Auckland) Limited as opposed to a more comprehensive Board of Directors model. The Sponsor believes the Advisory Board model is more consistent with the SME nature of the organisation and is an appropriate model for the company.

The Advisory Board will assist the Director of the Company in formulating and reviewing strategy. Initially the Advisory Board will comprise of the experienced Board of Vanguard Military School.

The Advisory Boards role will be to assist the Sponsor to:

- Set and as needed modify the vision, mission and values of the school
- Protect the special character of the school
- Ensure a sensible and feasible strategic plan is in place
- Approve and monitor the Annual Plan
- Develop and review our policies
- Monitor and evaluate recruit learning outcomes and attendance outcomes
- Appoint, assess the performance of and support the Principal
- Act as good employers
- Provide financial stewardship
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk
- Provide professional development opportunities to staff

j) What is the leadership structure planned for the school?

Both the CEO and the Principal are expected to present reports to the Advisory Board meetings on their areas of responsibility.

The CEO is tasked with the operational day to day running of the school. The tasks assigned to them include finance, HR and payroll. The financial controller would report directly to the CEO. The CEO is responsible for the charter school contract KPI's being achieved.

The Principal is the Academic leader who is in charge of the staff, the curriculum and ultimately the recruit results in academic and attendance KPI's. Information Management also sits with the Principal as it is usually looked after by the admin team.

Three Deputy Principals sit underneath the Principal and they are tasked with various elements of the Principals role to assist. This could be someone in charge of Attendance, another in charge of Discipline.

Head of Subjects are in charge of delivering their subject and managing the additional staff teaching it.

Administration Staff report to the Principal.

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

We estimate that we will require the following number of staff for this new school.

Principal
3 x Deputy Principals
Head of Mathematics
Head of English
Head of Physical Education
9 x Year 7 to 10 Generic Teachers of a mixed skill set

All would likely be currently registered teachers although we would have no issue using an LAT if the applicant had relevant experience in the field particularly in say Physical Training or in the wider curriculum areas like music, arts or languages.

Plus 2 Administrative Staff

l) Highlight qualifications and experience needed for key positions.

Senior Management Roles such as the Principal and Deputy Principal all require over 10 years teaching experience and management experience either in a similar role or as a Head of Subject. An example of the required qualifications would be a Bachelor of Education plus a Diploma of Teaching or Post Grad Diploma in Education alongside a degree. As a school with a unique model we have found that we now tend to promote from within as it rewards our staff with promotions but also serves us well as they know our processes and systems which take time to learn.

For all other teaching positions because of the unique nature of our school requiring them to have great pastoral care skills as Section Leaders, often required to teach two subjects, use instructional teaching and understand our ethos and values we tend to look for the following.

9(2)(a)

We are not adverse to using qualified professionals with LAT's to deliver subjects outside our core subjects like Physical Training, Recruit Development Course or Defence Force Studies. In the past they have been ex NZDF personal.

m) Outline recruitment strategies to attract high-quality staff

Valour Middle School will strive to provide high-quality staff for its students. Previously when running a charter school, Vanguard had paid the teacher registration fees for all its staff and provided meals and other benefits as gratitude for the work they do. Simple kindness proved successful for attracting staff back then however for future appointments we would follow the below process.

- Before any staff position is advertised the role will be discussed by the Advisory Board, this would include input from the principal to determine the exact job description and ideal qualifications and experience the school wishes to attain.
- All positions must be advertised for at least two weeks prior to applications closing. Any registered teaching positions must be advertised in the Education Gazette.
- The shortlisting process for applicants will usually be undertaken by the CEO or Principal. Every position must shortlist a minimum of three applicants for an interview with all other applicants to receive an email notifying them of their unsuccessful application.
- The interview process will be conducted by either the CEO or Principal. They may choose to have additional staff assist with the interview process and if they do, they must notify the applicants regarding the number of people they will face during the interview process.
- Due to the nature of the roles we look for, applicants may be asked to undergo tests to prove their ability. If basic tests are going to be used as part of the applicant process the applicant must be notified of exactly what they have to prepare for.
- Applicants for registered teaching positions must have their practising certificate sighted and photocopied at the interview.
- Selections should be made seven days after the last applicant is interviewed.

The applicant chosen must have at least two references checked. The successful applicant is then to be rung and sent an offer of service letter pending a police vet. Unsuccessful applicants who are interviewed will also be rung to inform them of the outcome.

- The employment negotiations will be handled by the CEO or Principal and if they wish they may engage with an employment lawyer

9(2)(ba)(ii)



n) Describe retention programmes and professional development opportunities.

Currently retention is monitored by the Board through our Strategic Plan and with a KPI allocated to the Principal's performance appraisal to ensure we don't lose our very unique staff.

Professional Development (PD) opportunities are able to be triggered by a number of different sources. Each staff member has their performance appraisal by the Principal annually where professional development opportunities are discussed. Staff will be expected to belong to a number of subject specialist organisations and are encouraged to attend meetings, webinars and development opportunities.

PD will be provided to all staff extensively upon their appointment as Valour not only requires staff to learn military drill but they need to know the movement around the school protocols, our CT system, the pastoral care system and how sections work along with many other numerous procedures.

Staff also have the opportunity to raise what PD they may wish as a group during the annual wellbeing survey we expect to conduct and replicate from Vanguard. The most recent request was for more Te Reo Māori training.

PD opportunities that the Board have recently looked into have been through opportunities with the NZDF to assist our staff in understanding all things military as well as leadership opportunities through Growth Culture who provide a National Leadership Programme and the Crusaders online leadership programme but the opportunities are endless and the Board is supportive of these.

9(2)(ba)(ii), 9(2)(j)



o) What is the level of support for the proposed charter school?

The level of support for the new school is very high for the following reasons.

The demand has always been in place for the type of model of school that we are offering. Ever since Vanguard first started, parents and the community kept asking us when we could enrol students at Year 9 and recently even earlier. Vanguard was asked to prove that they had demand for years 9 and 10 when it had to transition to a Designated Special Character School and successfully did so with the ability to show a huge number of interested applicants. This was never allowed to eventuate because of property restrictions however Valour has the ability to make this work now.

The public expect more from their schools. Recent reports about the poor numeracy and literacy standards within the schools and the fact that many of the teachers don't hold NCEA Level 2 in maths themselves has concerned parents. More and more are looking for a school that knows their child and will support their learning. In the area we wish to establish the school the three closest intermediates all have large rolls, we offer a small school environment that many parents want for their children but haven't had that option.

The innovation we provide by means of a clear focus, a military ethos with high structure and monitoring, more physical activities and less reliance on screens meets a certain need in the community.

Lastly we are well supported by the parents and students that just need an option. Whether the child is being bullied, life has changed for them, maybe they have made a poor decision. Many of our children need a second chance to engage in education and Valour Middle School will be a second chance haven.

p) How do you plan to engage with the local community and stakeholders in the development and operation of the school?

If we are successful in moving forward to the next stage of this application process we would immediately start to engage the community. This would be at several levels and involve key stakeholders like the current Vanguard Military School community and their families as they are likely to have younger siblings who wish to attend, our alumni for the same reasons, the NZDF and Auckland RSA however to engage with the community around us we would do it in the following ways.

Community Groups - These groups play a significant part in supporting the school through various means but by also spreading information regarding the school throughout their networks of people. Many of these community groups work with disadvantaged learners and there will be opportunities to assist each other. Health providers like Te Puna Hoara, Oranga Tamariki, Blue Light, sports clubs and churches would all be engaged.

Local Schools – Due to our current strong links as a Board and from many of the staff at Vanguard Military School we would actively communicate with local schools about our establishment and how we can work together.

Auckland Wide Supporters – We would engage with them in several ways, we could use the Vanguard Military School website and social media sites to assist in awareness as well as any we set up. We would provide Q and A sessions for any interested parties and advertise these. The ability to engage with people in local malls to promote awareness and advertising if need be. This worked very successfully when filling the roll for Vanguard back in 2014.

Open Days and Evenings – although not fully set up we would be able to use Vanguards facilities to showcase the model we intend to use to all interested parents and students. These could also act as orientation evenings for students to start their enrolment process for Valour in 2026.

Through the Media – The school acknowledges that there is a large public interest in Charter Schools and that if selected the school will attract media interest. This provides an opportunity to promote both the school and the model of schooling that charter schools can provide, our vision and the desired academic programme to the wider community.

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

Education Counts shows the total regular school roll is projected to increase from 821,146 FTE students in 2023 to a projected peak of 827,834 in 2025. It also points out that although composite schools like the one we have applied for have increased in enrolments by over 3500 students in recent years, intermediate school rolls have not increased at all over the same period. This suggests that parents and the community may prefer the composite school model.

The Ministry of Education has recently allocated 307 new classrooms to Auckland to deal with a current roll bulge.

Auckland experienced an 11% population growth between Census years with the Māori population of whom have enjoyed our school model increases over the same period by 27%.

Vanguard Military School has since 2014 received a number of applications for Year 7 to Year 10 enrolments even though it only enrolls from Year 11 onwards. This information was previously supplied to the Ministry of Education when the school converted to a Designated Special Character School in 2018. Off the back of this demand the Ministry gazetted for Vanguard to be able to enrol Years 9 and 10 however this could never occur due to a lack of property. Valour Middle School would be able to establish itself and provide the same type of model for the year levels in demand.

Although we anticipate providing for students all over Auckland, the following breakdown of the Hibiscus Coast/Bays area does show a large bump in the number of intermediate age, Years 7 and 8 students currently putting pressure on the local schools before they disperse into a wider choice of secondary schools. Our new school would alleviate a small amount of roll pressure and allow for less pressure across our local area as well as by serving all of Auckland.

See Appendix

r) Discuss the potential long-term impact on educational outcomes and the wider community.

The expected long-term impacts for the community are as follows.

Improved Co-Requisite results for our students as we address numeracy and literacy issues earlier than previously done at Vanguard Military School. We anticipate that for many students Valour will now become the same circuit breaker that Vanguard is expect this can occur earlier.

This will lead to improved NCEA and University Entrance results as the positive reinforcement of their abilities and with the co-requisites already achieved will give our graduating students the confidence to tackle senior secondary school and the formative assessments with the expectation to succeed.

Not only will we aim to have a generation of improved academic results but a generation of young people with an attitude to serve their community, respect their elders, have gained teamwork and leadership skills and developed resilience and healthy bodies and minds through continuous physical training.

s) Include any anticipated changes or trends in the local education landscape.

We don't believe it will have any negative impact on the local education scene for the following reasons:

- We are a unique school catering to those who want an instructional, military ethos style, smaller school.
- The area we propose to be based in has significant infill housing occurring, putting pressure on the two largest intermediates in the country being Northcross and Murrays Bay. Acting as an overflow will assist us all.
- Experience shows that we are likely to attract the siblings from current or past Vanguard Military School recruits as well as students from all across Auckland therefore not impacting any particular school.

t) List the physical assets required (e.g., buildings, classrooms, sports facilities).

The School would look to lease premises. These would need to include the following assets within the building/property.

- The required number of classrooms and the ability to fit some out to ensure we can offer science and engineering.
- The required number of toilets plus shower blocks.
- Office space for the Administration team
- Office Space for Staff as well as a designated staff room
- Staff facilities to change, shower and use of toilets
- Suitable car parking
- An area for all school assemblies

- An area for morning / afternoon parades
-
- Outdoor and Indoor areas for physical activities
-
- Storage Space.

t) Outline the plan for acquiring, developing, or leasing these assets.

9(2)(ba)(ii)

*u) Technological resources [new schools only]:
Detail the equipment and infrastructure needed for online and blended learning environments.*

We may deliver some courses through online learning or blended learning, and we certainly have experience through the covid years of providing that service however our preference will always be for instructional style teaching. As far as resourcing goes, the school will ensure all its IT and management systems are robust and secure. Students will be provided with laptops through the school at no cost and if this area develops or needs further resourcing we will call on our charitable trust to assist.

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

Students at Valour are not required to do homework so the need for technology at home or the need to bring it to school will not be required. The school will provide all necessary technology and the school is also well versed in the required supervision.

*v) Cultural approaches [all schools]:
Describe any cultural assets or approaches integral to the learning environment.*

One of our key cultural assets is our connection to the New Zealand Defence Force and the Auckland RSA. We employ ex-service men and women as part of our staff and their knowledge, role modelling and experiences help shape the culture of our Military School. This combines with our connections and access to NZDF facilities and their recruitment team who provide our recruits with assistance and insight into what careers for them might look like in the NZDF.

Alongside the support we receive from the Auckland RSA, they will assist us greatly in creating the culture we wish to set for our young students. They speak of serving your country and provide our students with the opportunity to serve their communities at poppy day and to respect the traditions of our country by their attendance at ANZAC Day services. This helps build a culture of serving others.

Our own history and traditions form our cultural approach. Some of these are mentioned above like our 2-week induction programme and our Graduation Parade. However, it is the day-to-day activities and programmes that are integral to our culture. How we do parade every morning, our school haka written by the foundation recruits of Vanguard Military School that could be gifted to Valour, our awards named after inspirational staff or New Zealanders. The Terminator, our pastoral care system. The list goes on. They are unique and all add to the jigsaw puzzle that helps us gain the attendance and academic results we strive for.

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

Our values and practices will be woven through everything we do at Valour. We have practices that speak to the ethos of our school from morning and afternoon parades, the movement around the school, how you enter and greet staff members, the protocols at PT and the expected levels of dress and bearing.

Previously I have mentioned the way the curriculum has a military flavour to it but we also have a large focus on producing productive citizens for New Zealand. This is particularly emphasised during our Recruit Development Course and at every assembly where important messages and examples of what we expect are shared with the recruits.

These messages generally follow these cultural values.

Whanaugatanga – Valour will provide a sense of belonging for all through simple ways by encouraging recruits and staff to support each other in their learning and through pastoral care and by encouraging whanau involvement.

Manaakitanga – The hospitality that Valour will provide is to ensure all are welcomed and can acknowledge that this is a safe place for them and their learning. It is also a safe space for whanau and guests. We emphasis serve to others.

Kaitiakitanga – Reciprocity, the act of giving back. Be grateful for what you have and those that helped you. Staff acknowledge this and commit to give their knowledge and time to the benefit of the recruits.

Kotahitanga – Oneness, everyone doing the same thing. As a Military School we encourage unity through our systems like dress and bearing, the activities they learn and partake in and by the expectation that everyone will succeed.

Part four: Application declaration

Applicant's declaration		
Topic	Declaration	Applicant's declaration
Application process, terms and conditions	I/we have read and fully understand this application, including the process, terms and conditions. I/we confirm that the applicant/s agree to be bound by them.	<u>agree</u> / disagree
Collection of further information	The applicant/s authorises the Charter School Agency and the Ministry of Education to: a. collect any information about the sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee; b. use such information in the assessment of this application. The applicant/s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.	<u>agree</u> / disagree
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.	<u>agree</u> / disagree
Conflict of interest declaration	The applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this application or entering into a contract to deliver the requirements. Where a conflict of interest arises during the application process, the applicant/s will report it immediately to the Charter School Agency and the Ministry of Education's point of contact.	<u>agree</u> / disagree

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

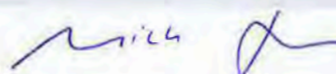
I/we declare that in submitting the application and this declaration:

- a. the information provided is true, accurate and complete and not misleading in any material respect;
- b. the application does not contain intellectual property that will breach a third party's rights;
- c. 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: signature of authority on behalf of sponsor



Full name:	name of authority on behalf of sponsor	NICHOLAS WAYNE HYDE
Title / position:	title of authority on behalf of sponsor	DIRECTOR
Name of organisation:	name of	ADVANCE TRAINING GROUP
Date:	date	5 AUGUST 2024