

Request for Application to operate a Partnership School | Kura Hourua opening in 2019 (Round 5)

Stage Two – Response Form (Priority Learner)

Close Date - Tuesday 9 May 2017 at 5pm

Applicant

School Name: Vanguard Military School - Christchurch

Contents

Section	Content
1	Contact Details
2	Sponsor organisation
3	Applicant organisation
4	The Proposed School
5	Achievement of Contracted Outcomes
6	Governance
7	Student Pathways (enrolments and transitions)
8	Educational Plan
9	Leadership and Teacher Quality and Resources
10	Community Outreach and Engagement
11	Premises
12	Non-Government investment/Funding and Financial viability
13	Acceptance of Draft Agreement
14	List of suggested Appendices
15	Applicant Declaration

Requirements for Response document

Please write clearly and succinctly.

We are looking for facts and evidence within your response.

Your response should be no more than 100 A4 single sided pages with text no smaller than arial font 10. This includes all sections of the document including the front cover and declaration sections (but not the suggested appendices list or the financial submission)

You should not make changes to the template.

1. Contact Details

Contact person:	Nick Hyde			
Position:	CEO			
Phone number:	09 443 2969			
Mobile number:	<div style="background-color: black; width: 100px; height: 1.2em; display: inline-block;"></div> s 9(2)(a) OIA			
Email address:	Nick.hyde@vanguard.school.nz			
Is the contact person authorised to negotiate?	Yes	x	No	

2. Sponsor organisation

Complete the following table detailing the organisation that will, if successful, be named as the sponsor of, and will operate, the school ("**Sponsor**").

You must complete this section to the extent possible, even if the Sponsor is yet to be established. If the information about the Sponsor is not yet known or decided it will need to be provided as early as possible in the application process in order for it to be approved as a Sponsor. If the Sponsor will rely on experience or attributes of the Applicant it will need to be made clear how they will be shared or made available to the Sponsor.

2.1 Summary of Key Information

	Area	Response
a	Status of Sponsor	<i>Already established</i>
b	Full legal name of Sponsor or proposed name, if yet to be established (if known)	Advance Training Group Limited
c	Trading name (if different to the above)	
d	Year established (if applicable)	<i>2013</i>
e	Name of parent organisation	N/A
f	Physical address	<i>49 Victoria Road, Devonport, Auckland</i>
g	Postal address	<i>PO Box 302-770</i>
h	Website (if applicable)	N/A
i	Location of head office	<i>Auckland</i>
j	Country of residence	<i>New Zealand</i>
k	Type of entity (legal status)	<i>Limited Liability Company</i>
l	Registration Type(s)	<i>Registered Company</i>
m	Registration number	<i>Companies Office 4612272</i>
n	Current directors, officers, trustees etc	<i>Wayne Hyde</i>
o	Other key relevant personnel or proposed personnel (eg directors,	<i>Advisory Board Members Kirk Richardson, Jonathan Gale, Katene Eruera plus two to be</i>

	Area	Response
	officers, trustees etc) if the Sponsor entity is yet to be established	<i>appointed from Christchurch. CEO Nick Hyde. Current Principal Rockley Montgomery.</i>
p	Sponsor's significant experience	<p>The sponsor has 15 years of experience delivering Youth Guarantee and education and work related courses using TEC funding. It knows its target demographic well, has always established links with schools and communities, many of which have had high needs. At all times it has met its government funded contracts.</p> <p>The sponsor also now has 3 years of experience in running a successful PSKH school after being established in Round 1. This experience has been invaluable for this application.</p>
q	List the other key current activities (including business activities) of the Sponsor	<p>1. <i>The only business activity ATG is involved in is the currently operating PSKH.</i></p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
r	Shareholders, members or Beneficiaries of the Sponsor	<i>Wayne Hyde, Frances Hyde</i>
s	Confirmation of support	<i>Confirmed written assurance provided</i>
t	Is the Sponsor a TEI?	<i>No</i>
u	Does the Sponsor also operate an ECE?	<i>No</i>

2.2 Outline the track record of the Sponsor organisation that demonstrates it can operate a partnership school

Established a Round 1 PSKH in 4 months.

Met all set up criteria, created all required school policies and gained its consent to assess in this time period.

Gained a highly commended ERO school start up report and has since gained a highly commended full ERO report.

Has grown the roll as it tendered for from 104 to 180 students in 4 years.

Has met all the reporting requirements since establishment for the contract, quarterly reports, annual reports, reports to the public, financial reporting, Martin Jenkins reviews and any other data required by the Ministry on time.

Created and established a unique school and vision. Employed staff who support the vision and use innovations to help the students succeed.

Developed and modified a school curriculum to provide pathways for all its students.

Gained academic results that place the school in the top 10 in Auckland for NCEA results.

Gained academic results for Maori and Pasifika students which are 35% or more above the national average.

Established corporate links with Westpac and Canon as well as community links with the Auckland RSA and Sport North Harbour.

Has set up a charitable trust to help its students.

Is financially viable.

Is proud to have supported hundreds of students succeed and many more family members happy and proud.

Has clear boundaries between Governance and Management.

2.3 Outline the capacity of the Sponsor to run the partnership school alongside any other business operations it may have

We are aware from experience that a partnership school can be complex and resource intensive to establish and to operate. Demonstrate that you have the capacity to undertake the activity of establishing and running a school, and meeting contractual obligations, alongside any other business activities you may operate.

Advance Training Group Ltd has no other business operations to attend to. In fact the group is committed to a long term plan of establishing five Partnership Schools in the near future. The key people in governance all share this vision and will introduce additional Advisory Board members to assist. The CEO has identified that the original school in Auckland is running smoothly and is at capacity which allows him to now invest time and energy into the new schools establishment. Advance Training Group has also identified several areas through management where the existing school can benefit the establishment of the new school, for example in areas of administration, student management and staff training. Policies and processes are already established as the aim is to replicate an existing model.

The group believe that its experience in establishing and running a school will be an asset to the new school and not a liability and also believe that its track record in always meeting its contractual obligations will not be diminished as the same key personal are involved.

2.4 If the Sponsor is yet to be established, provide a detailed Sponsor establishment implementation plan, which references all steps and actions necessary and timeframes for establishing the Sponsor in advance of the contract being signed (expected to be in August 2017)

N/A – Advance Training Group is an established sponsor.

3. Applicant organisation

- If this application has been submitted by the proposed Sponsor detailed in section 2 above, you do not need to populate the tables in sections 3.1 to 3.4 below, but you must complete the tables in sections 3.5 to 3.9.
- If this application is being submitted by an applicant who is yet to establish the Sponsor (i.e. because the legal entity is yet to be established), you must complete this section 3 in its entirety.

3.1 Profile of applicant organisation

As we are looking for this application to be self-contained, please include the following information.

If the application has been submitted by a joint venture or a consortium, please copy and paste the table below and populate it for each joint venture or consortium member.

	Area	Response
a	Name of organisation	
b	Type of organisation	<i>Limited liability company / trust / consortium / other</i>
c	Relationship to the Sponsor	<i>Describe the Applicant's relationship to the proposed Sponsor</i>
d	Registration type(s) and Registration number (s) (if applicable)	<i>Describe registration type(s) (e.g. registered charitable entity)</i>
e	Name of parent organisation (if applicable)	
f	Current directors, officers, trustees etc	<i>List all current directors, officers, trustees (as applicable)</i>
g	Year established	
h	List your key current activities	1. 2. 3. 4. 5.
i	List key personnel relevant to this application who will be involved in the establishment and/or ongoing operation of the	

	school, including your proposed school leader, if known	
j	List your significant experience relevant to this application to operate a partnership school	
k	Total no. of staff in NZ	
l	Shareholders, members or beneficiaries	<i>List or describe the shareholders, members or beneficiaries (as applicable) of the Applicant</i>
m	Confirmation of support	<i>Confirm whether any support (e.g. written assurance) has been obtained from the shareholders, members or beneficiaries (as applicable) to show that they support this Application [Note: include any evidence as an attachment to this Application]</i>
n	Legal advice	<i>Confirm whether any legal advice has been obtained which supports that this Application (and, if successful, the Sponsor's entry into contract with the Minister to operate a Partnership School) is a proper exercise of the Applicant's powers, objectives or purposes with reference to the Applicant's constitution, constituting deed or rules</i>
t	Is the Applicant an TEI?	Yes/No
u	Does the Applicant also operate an ECE?	Yes/No

3.2 Outline the role the Applicant organisation will play in relation to this application, the establishment of the Sponsor, or the establishment and/or operation of the partnership school.

Response:

3.3 Outline the track record of the Applicant organisation that will enable it to assist and/or achieve the role described in section 3.2 above.

Response:

3.4 Outline the capacity of the Applicant organisation to assist the Sponsor to run the partnership school alongside any other business operations it may have

We are aware from experience that a partnership school can be complex and resource intensive to establish and to operate. Demonstrate that you have the capacity to undertake the activities required to establish and run a school, and to meet contractual obligations, alongside any other existing or anticipated business activities.

Response:

3.5 Proposed subcontractors

Disclosure: Applicants must indicate and provide details below if they intend to sub-contract any part of the application requirements to any person or organisation, who is not an employee.

Copy and add more tables as required

Will the Sponsor sub-contract any part of the operation of the proposed partnership school to other parties?

Response:

No

Sub-contractor #1

Sub-contractor name:

Address:

Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	
Provide evidence that the proposed subcontractor is willing to provide these survives (eg a Memorandum of understanding).	(Evidence to be attached)

Sub-contractor #2	
Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	
Provide evidence that the proposed subcontractor is willing to provide these survives (eg a Memorandum of understanding).	(Evidence to be attached)

3.6 Financial information

If the application has been submitted by a joint venture or a consortium, please copy and paste and complete the following table for each joint venture or consortium member.

Current financial status:	The company is in a very solid position. It has traded with profit since it was established, it carries very little debt and has no concerns. A very stable company with a
---------------------------	--

	strong governance board who have a high degree of financial backgrounds.	
Gross revenue:	2015 - [REDACTED] 2016 - [REDACTED]	
Net profit (surplus) and Net Assets:	2015 - [REDACTED] 2016 - [REDACTED] § 9(2)(b)(ii) OIA Net Assets at 2016 - [REDACTED] § 9(2)(b)(ii) OIA	
Last audited financial accounts:	<i>These were completed on May 1, 2017 for the 2016 year.</i>	
Copy of latest audited accounts attached?	Yes	
Copy of latest annual report attached?	Yes	
Is the organisation in dispute with any trade union?	No	

3.7 Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement.

Please do not provide employees of the Ministry of Education, Education Review Offices, or E Tipu e Rea as referees.

Referee #1	
Name of organisation:	[REDACTED]
Name of referee:	[REDACTED]
Telephone:	[REDACTED] § 9(2)(a) OIA
Email:	[REDACTED]
Relationship:	[REDACTED]
When:	October 2013 until present

Referee #2	
Name of organisation:	[REDACTED]
Name of referee:	[REDACTED]
Telephone:	[REDACTED] § 9(2)(a) OIA

Email:	[REDACTED] s 9(2)(a) OIA
Relationship:	[REDACTED]
When:	Nov 2013 until present.

Referee #3	
Name of organisation:	[REDACTED]
Name of referee:	[REDACTED]
Telephone:	[REDACTED] s 9(2)(a) OIA
Email:	[REDACTED]
Relationship:	[REDACTED]
When:	2007 until present

3.8 Current and recent government contracts

Please provide a list of all (including current) government contracts the Applicant holds or has held within the last 12 months. If the application has been submitted by a joint venture or a consortium, please copy and paste the table for each member of the joint venture or consortium. Add more rows onto the bottom of table if needed.

Note: we may contact the contract manager(s) at the relevant Government Agency during the due diligence process in relation to your organisations performance under the contract.

Government Agency Name	Contract Title	Contract Manager Name address and phone number	Total value of Contract (\$)	Contract Term (ie start and end date)
Ministry of Education	PSKH Contract	[REDACTED] s 9(2)(a) OIA	[REDACTED]	2014 - 2019 s 9(2)(b)(ii) OIA

--	--	--	--	--

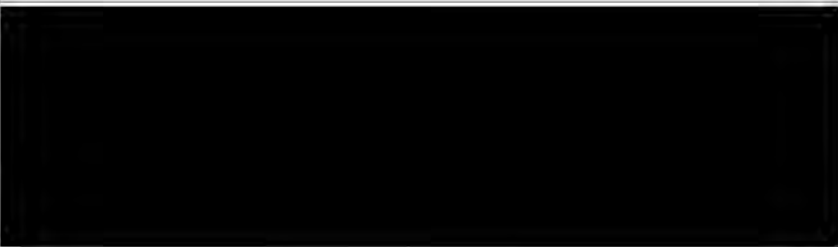
3.9 Probity Requirements

We are seeking full disclosure in relation to any person or organisation that will have an ownership, management or operational function within in the proposed Partnership School. This includes the Sponsor and/or Applicant (if they are different entities) and their shareholders or trustees, key staff, and subcontractors. In relation to the above entities or persons, you must declare any pending claims or cases, or court judgments or decisions within the last 6 years. Add more rows onto the bottom of table if needed.

a	List any pending claims or cases	N/A
b	List any court judgments or other decisions made in the last 6 years	N/A

4. The Proposed School

4.1 Key information

a	Proposed name of the school	Vanguard Military School – Christchurch		
b	Will the school be a primary, secondary, or composite	Senior Secondary School		
c	Class/year levels for which education may be provided at the school	Year 11, Year 12 and Year 13.		
d	Proposed Opening Roll	120	Proposed Maximum Roll	200 +
e	Will all or any of the class levels of the school be single-sex	No		
f	Proposed location			
		s 9(2)(b)(ii) OIA		
g	Summarise any religious, philosophical, or other distinguishing characteristics of the school	<p>The school utilizes the ethos and training methodology of the military in order to achieve, especially for students/recruits from disadvantaged backgrounds, attitudinal and academic excellence that facilitates multiple exit points into a broad range of further training or employment options. The school benefits the education system by providing a model that is in whole or part, nationally able to be replicated.</p>		

4.2 Distinctive mission, vision and special character

4.2.1 Expand on the school's special character and distinctive concept.

Response:

The use of a military ethos provides a sense of belonging. The use of small sections to bond the recruits and identification with sections and the school by wearing uniform brings about a sense of pride in belonging to our school. This pride is used to motivate the recruits to represent the school at the highest level of achievement and that is focused on getting them to want to achieve academically.

Our learning environment also provides pastoral care by one staff member for every 15 recruits. This attention to their needs and their ability to have contact with a staff member or address any problems in their allocated section brief allows recruits to feel they are not just one of many but a special part of our school who has a voice.

The honour code also provides for a safe school environment and with the school committed to the enforcement of the honour code each individual can attend safe in the knowledge that the school will always have their safety and education in the forefront of our minds. We have seen many recruits attend after being the victims of bullying for example who have blossomed in the safe environment we can provide. This is reinforced by our commitment to teach ethics in our recruit development programme.

The curriculum is designed to provide flexibility and options for a choice of pathways that recruits can aim for and feel they are making progress towards. It is also designed to address and improve the areas of numeracy and literacy by making maths and english compulsory. These are critical areas that lead to gaining employment and we feel that getting recruits to learn in these areas, the skills that they had previously had difficulty in leads to an improved self-worth that unlocks their potential at school and allows them to raise their expectations of what they can achieve.

The teaching methods are varied so as to make a connection with as many recruits as possible. We know some can learn through lectures, others are visual learners, some need hands on examples whilst some work better in groups problem solving. With our commitment to small class sizes it allows our staff the time and environment to use all of these techniques to assist all to learn. We are also happy to open our school for recruits during the holidays who are struggling to assist them to learn their academic requirements.

The School will focus in 4 areas regarding the educational needs of the students.

1 The Attainment of Relevant Qualifications

The school will only offer qualifications and credits that it believes will assist students to higher level education and employment. Gaining an NCEA certificate by doing things like supportive learning where easy credits are gained is

unacceptable and does not assist a student's later career. Only core subjects will be taught increasing the value of the education gained at Vanguard Military School.

2 The Improvement of Numeracy and Literacy Standards

On top of the qualification they desire nearly all of the students will require intensive work in numeracy and literacy. At present with the students we enrol who are the same demographic as the priority students we will be looking for in their nearly all of them during their pre-tests, regardless of the qualifications they hold, cannot do times tables like 6 x 7, can't do long division without a calculator and can't spell words like describe or necessary.

3 The Knowledge of the Required Pathway to Higher Education or Employment

Many students lack knowledge of the required pathway and what is required of them academically to compete in today's world for intakes to University or Polytech and indeed what employers are asking for, how to gain apprenticeships or just the assistance to follow through with their dreams and aspirations.

4 A Structured and Disciplined Environment that expects High Achievement

Students excel in our current environment, the very environment we wish to use for this School because it requires them to follow the rules and regulations, it demands excellence and a pride in achieving excellence. This is an environment that they feel safe in and one they often wish they had experienced earlier.

4.2.2 Provide a clear description of what sets your school apart from existing education provision. Include specific information on how you will use the flexibilities of the model

Response:

Military Style

Our school embraces military activities that build self-worth, pride and a culture of togetherness. This includes daily parades, uniform inspections, a higher level of expectation placed on individuals and their sections for their conduct. We hold a higher level of structure and discipline within our school. We are the only school in the country to offer Defence Force Studies as a subject.

Use of Non Registered but Qualified Teachers

The school actively seeks out talented instructors with backgrounds in the New Zealand Defence Force to enhance our schools military flavour. They are used in subjects like Defence Force Studies, Engineering, Physical Training and the Recruit Development Course where their skillset and experience are greatly

appreciated. The use of these non-registered but qualified adds to our military flavour and assists the other staff with their conduct. Both types of staff learn from each other providing a stronger staff for the students.

Removal of Barriers to Learning

Because the PSKH are bulk funded we would make use of this to target removing the barriers the students have to their learning. Funding uniforms, supplying stationary, no fees, paying for their NZQA fees and assisting in any other way has made our current environment a positive one where all the students have to do is come to school and learn with no concerns.

Traditional Approach

Whilst all other new schools are embracing open plan learning and a larger reliance on devices in classrooms our model goes away from that. We have found that our demographic of students requires tighter controls on their learning and that a more structured and disciplined approach where the staff members use an instructional style of teaching gains better results. We are after all providing a choice away from what hasn't previously worked.

Physical Training

Four afternoons out of five see the students actively participating in keeping their bodies fit and healthy. This is on top of the compulsory physical education classes. The schools approach to a healthy body, healthy mind approach has seen greater self-esteem and team work develop at our present school and allow students to release a lot of energy each day which has benefited those with things like ADHD

Commitment to all Students

Vanguard places expectations on all its students regardless of their background. Everyone is given equal opportunity and everyone is monitored and treated the same. The rules apply to all. This approach appears to be one you would consider normal but it isn't in many schools. We care about every student and check all of their attendance records, calling parents to find out where they are every day. Positive results are praised, encouragement given and a sense of school developed where we are all going to pass. Too many schools allow certain students to be given up on. That will never happen at a Vanguard school.

4.2.3 What is the vision and mission statement of the school?

Response:

Vision: 1 - Academic Excellence

That all Vanguard recruits will realise their academic potential by engaging with the school's distinctive pedagogy, a methodology that drives the school to be rated in the top ten schools in Christchurch for the academic levels we provide in each demographic we represent.

2 - School Culture

To provide a safe and non-threatening environment where learning can flourish with students/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.

3 - Outcomes

Vanguard will provide a number of varied pathways for students/recruits who exit the school, regardless of academic level achieved. The objective is to maximise learning potential and confidence for each individual.

4 - Community Involvement

The school will actively communicate with parents and caregivers in a timely manner and shall engage with community representatives and groups in order to more accurately establish community needs and student/recruit opportunities. The school's catchment areas contain distinct and in some instances large grouping of learners from underachieving families.

5 - 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.

6 - Resources

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

7 - 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 will be applied throughout.

8 - A Culture of Success

By developing a culture of success with which each student/recruit 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.

9 - Co-curricular Excellence

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

10 - Participation in School Activities

All recruits at Vanguard Military School will represent the school during the year in sporting events, cultural events, public events or any other event that showcases our Schools identity.

Mission: To develop young men and women to become productive, responsible citizens of New Zealand. We will strive for excellence in all tasks, will unlock the potential of each individual and create a positive pathway for their future.

5. Achievement of Contracted Outcomes

Accelerating the achievement of priority learners

In the following questions we are seeking specific information on the difference that your school is expected to make to your targeted cohort of students.

It is important that information is both statistical and evidence based. Provide evidence, research and data analysis to support your response and include links to and/or electronic copies of evidence, research, data and analysis that supports your response.

You may consider using the following types of data in your response:

- NCEA achievement results and national standards achievement information
- Attendance data
- School retention rates/school leaver data
- Rates of stand downs and exclusions
- Tertiary pathway information (eg % of cohort proceeding to tertiary education)
- Vocation and career pathway data (eg % of cohort to enter employment post schooling, or NEET data)
- Other Workforce participation data

5.1. Priority Learner Requirement: Identify the priority student groups that will be targeted by your school. Enter percentage(s) in the table.

Note:

- having 75% of your school's students from priority learner groups is a requirement of this process (and the contract)

Māori	50%
Pasifika	15%
Low socio economic	15%
Students with special educational needs	Unknown but welcome

5.2 Describe the cohort of students that your school will target (be as specific as possible in your response)

Response:

Vanguard Military School will target any student that finds their current school is not assisting them to reach their potential or any student that believes the model of schooling we offer will benefit them. Contractually we are looking at what the Ministry has pre-determined as priority learners but in our experience as a PSKH school it goes much further than that. We will be targeting those who have tried

and failed already at NCEA, those who have been out of the school system, suspended or expelled students, those involved with CYFS or the police. Those who have or are experiencing difficulties through being bullied, poor home environments, poverty or even their own bad choices. Those who wish to succeed and feel that their current environment doesn't reward hard work and success and those who are being held back and need a second chance to prove themselves. We will also be targeting students who believe a career in the New Zealand Defence Force or in trades is for them. Many of this type of student are looking for an environment, a school like ours that will place a structure around them, have expectations on them to succeed and support them with a great pastoral care system to achieve their goals.

After visiting Christchurch it also became apparent that many families feel the provision for most things including education has not returned to pre earthquake levels. The most affected by this were those in the eastern suburbs so that would be another area to target.

Areas we would be targeting are from the following statistics where Maori and Pasifika students are not reaching the national average. There are also several schools not reaching the national average in Christchurch where we believe families would appreciate the opportunity that choice provides.

5.3 Describe the current educational outcomes and attainment levels (eg achievements) of your proposed cohort of students

Response:

The most compelling educational outcome that supports the need for Vanguard Military School to be established in Christchurch is the following.

In 2015, 590 Maori left Secondary Schools in the Christchurch area. Of those 590 a total of 175 left school without even gaining NCEA Level 1. This means that 30% of Maori in Christchurch are not gaining even the first level of formative secondary education. For Pasifika students 19% left school without NCEA Level 1.

(Education Counts – Christchurch City Profile)

Current Educational Outcomes of pre-determined Priority Learners by contractual definition.

Roll Based Data

National Average for Maori for NCEA Level 1	63.7%
National Average for Pasifika for NCEA Level 1	70.4%
National Average for Maori for NCEA Level 2	73.5%
Christchurch City Average for Maori at NCEA Level 2	68.3%

National Average for Pasifika for NCEA Level 2	77.6%
Christchurch City Average for Pasifika at NCEA Level 2	72.3%

National Average for Maori for NCEA Level 3	52.9%
National Average for Pasifika for NCEA Level 3	58.9%

Christchurch Maori School Leavers with a NCEA Level 2	58%
Christchurch Pasifika School leavers with a NCEA Level 2	65%



s 9(2)(b)(ii) OIA

5.4 Describe the improved educational outcomes/and attainment levels (eg achievements) that your proposed cohort of students will achieve as a result of having attended your school

Response:

Vanguard Military School would look to deliver the following outcomes to the students in Christchurch.

NCEA School Leaver achievement for NCEA Level 2 at or above 85%

NCEA Roll Based achievement for NCEA Level 1 at or above 90%

NCEA Roll Based achievement for NCEA Level 2 at or above 90%

NCEA Roll Based achievement for NCEA Level 3 at or above 85%

Vanguard would also deliver a consistent level of achievement across all ethnic groups which would lead to significant improvements in educational outcomes for Maori and Pasifika.

5.5 Provide a detailed description of the well-grounded programmes, strategies and instructional practices your partnership school will use to bridge the gap between current attainment levels and the improved attainment you describe in 5.4 above.

Response:

Vanguard Military School – Christchurch will be a school with a specific educational model designed to optimise four key performance standards set out in the contract.

- Student academic achievement
- Student attendance
- Student engagement and buy-in to the Vanguard Military School Educational Model
- Parent/family/caregiver engagement and buy-in to the Vanguard Military School Educational Model

The Vanguard Military School objective is to achieve the above criteria to a higher standard than that set out in the contract. The aim is to ensure that the school provides not only a safe, successful, mutually respectful and enjoyable learning environment, but also establishes a sound and entrenched behaviour pattern that will serve the recruit well for the rest of their lives.

The Vanguard Military School model uses a number of techniques to optimise the achievement of the school's objective in a safe and professional way.

These would include:

- Removing as many barriers to learning for the student as possible. Hence no school fees, free transport, free food at school if needed, free uniform, fostering a family environment to build a sense of belonging, supportive and highly skilled teachers/mentors/role-models to promote self-worth and self-confidence and promoting the maximum amount of support for the student by their parent/family/caregiver, to strengthen the student's education team, that consists of the school, their parent/family/caregiver and themselves.
- Fostering a strong pastoral bond between the Section Leader and the Student. This develops an intimate relationship with good understanding by both parties, particularly when the teacher is instructing or mentoring the student. This type of relationship also tends to get the very best result from the student.
- Using the instructional approach to teaching the students, with the teacher making themselves the centre of attention, using their experience and skill to supply quality guidance, quality feedback, high levels of motivation and inspiration. Teachers will achieve this by skilful scaffolding and setting achievable benchmarks at regular intervals to optimise student engagement and achievement.
- Staff role-modelling the type of attitudes and behaviours that optimise success in life and reinforcing the value of these attitudes and behaviours with consistent demonstration and regular lectures.
- Strategic use of the school day, focusing on the more theoretical work earlier in the day and the more practical/physical work towards the end of the day. This not

only assists with optimising student concentration and focus in the classroom setting, but also the thought of the afternoon practical session promotes motivation during this time.

The strong focus on, the team and never giving up, builds good bonds and a sense of not letting anyone down. This tends to get the very best out of the students and the staff.

5.6 Provide supporting evidence for why you believe your response to 5.5 above will result in an enhanced level of educational attainment.

Response:

The best way to provide supporting evidence is to use current Vanguard Military School Educational statistics. You can compare these to several given above regarding academic achievement.. By doing this I believe we are proving that the model we use can gain the improved results that the Ministry are looking for.

Attendance rates at Vanguard are significantly higher than the national average for which we are contracted. As a comparison I can use our Quarter 2 report for the Ministry of Education last year. The contracted attendance based on the national average was for 744 unjustified days. Vanguard only had 172. This is 75% better than the national average.

Academically our roll based NCEA achievements have been attached for the past 3 years. Please note that large increase above the national averages for NCEA Level 1, 2 and 3 as well as the performance of our Maori and Pasifika students.

5.7 To summarise this section, what are the proposed objectives for the School?

This can include empirically-based student achievement, as well as values based or qualitative objectives.

These objectives may be included in the contract with the Minister if you are successful in this process.

Response:

1 - Academic Excellence

- To have over 90% of students passing at each level of NCEA Level 1, 2 & 3
- To have equal results of achievement across all ethnicities
- To rank in the top ten schools in Christchurch at all 3 NCEA Levels

2 - School Culture

- Recruit attendance will be higher than 95% on average across all recruits at the school
- The school will collect information and report on the recruit's physical and emotional wellbeing twice a year and report the information as well as subsequent disciplinary actions to the Advisory Board

3 - Outcomes

- All recruits will have data collected on them after they exit the school regardless of the year level or reason for the exit. The school aims for 80% to have either gained employment or gone on to further education opportunities each year
- The school is to actively engage and set up pathways with schools, education providers, polytechs, Wananga, universities, ITO's and employers to assist meeting this target

4 - 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 child's education
- The school website will be updated regularly and a full review of the website is to be conducted every 2 years
- The school is to engage and maintain relationships with local Police, Schools, Child, Youth and Family, sports clubs, health services and youth services to provide benefits for its students
- All parents will be provided with academic, attendance and behavioural feedback each term

5 - 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 they will be hired for. 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 with experience for our school
- All staff will have performance appraisals yearly

6 - Resources

- Ensure annual operating expenses never exceeds revenue
- To maintain revenue streams so as to provide student support services like travel, breakfasts, stationary and uniforms
- To develop, plan and implement the design and build of the permanent school within 18 months

7 - Facilities and Infrastructure

- The school will be fully compliant in terms of health and safety regulations and will conduct an external audit every 2 years to maintain this
- 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 five year property plan to ensure that all present facilities and resources are maintained or have funds for replacement

8 - A Culture of Success

- Vanguard Military School will record statistics in a number of areas to show a history of positive change and success that recruits, former recruits, staff and the community can be proud of
- The School will keep records and history, Recruit of the year and hold graduation ceremonies
- An Honours Board will be established to recognise every student who enters the New Zealand Defence Force and those that attend University.
- Former recruits will be encouraged to return to the school to pass on their experiences since leaving
- Former recruits will also be encouraged to participate in school activities
- Historic individual physical training achievements will be recorded on an honours board as a challenge to all current recruits

9 - Co-curricular Excellence

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

10 - Participation in School Activities

- Recruits from all sections (class groups) 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
- Participation is required from all recruits at the ANZAC Day parade and service
- Recruits will be given opportunities to represent the college when school activities require us to interact with the community

6. Governance

6.1 Provide an overview of the governance arrangements for the Sponsor organisation and the proposed School (if different).

Response:

An Advisory Board will be established to provide Governance for the school. It will make use of the existing Chairman and 3 Board Members who will provide stability and consistency particularly as we are looking to replicate our model. In addition to those 4 members we will select an additional 2 members who live in Christchurch to provide governance on the board and they will also make the disciplinary panel for the school.

The Advisory Board is expected to meet once a month where they always have reports from the CEO, the principal of the school and up to date accounts to monitor.

The present idea is that meetings will be held sometimes in Auckland, sometimes in Christchurch and will also make use of teleconferencing or skype.

6.2 Provide the names and qualifications of each person who will be on the Sponsor's governance body (ie the names and qualifications of each Trustee or Director)

Name	Role on Governance Body	Brief summary of credentials (ie why are they qualified for this role)
Wayne Hyde	Chairman	Masters of Arts degree in Education. 20 years in the RNZAF and 15 years running the trade training school in the Navy. Current Chairman of Vanguard Military School'
Kirk Richardson	Board Member	Accountant. Involved with company since establishment. Current Board Member.
Katene Eruera	Board Member	Dean of Tikanga Maori at the College of St John the Evangelist. Trained Solicitor. Current Board Member.

Jonathan Gale	Board Member	Vicar at St Peters. Time spent as a teacher, TEC advisor, Competenz advisor and South African Army. Current Board Member.
Two to be added from the Christchurch Region		

6.3 What role will the governance model play in ensuring the Sponsor meets its contracted obligations to the Ministry (including reporting, performance standards, etc.)? Include details of any systems that will be put in place to ensure the contracted outcomes are monitored and achieved.

Response:

The governance model plays a large part in making sure the sponsor meets its contractual obligations and this is why we propose to continue using experienced board members who are aware of those obligations, expectations and when they are due. Board Members all hold a copy of the government contract for the PSKH and the CEO and Principal report monthly to them on all aspects that are reported on. A strong system of communication between the management of the school and the board is used to make sure all targets are met.

Agenda items are focused on the performance targets required and financial performance which allows for a clear focus. This includes making all parties aware of deadlines for reporting and current progress towards meeting targets. For example each month student progress is reported by management updating the board on predilections for end of year NCEA results. Also reporting is given regarding roll numbers, student behaviour and any other trends occurring.

6.4 What is the proposed relationship between the governance of the school and the school's leadership?

Response:

The relationship is designed to let the Principal and the CEO run the day to day activities of the school. The Advisory Board are there to govern and make sure that those day to day activities meet the required laws and that they progress the school to meet the contractual standards required by the Ministry. The Principal and the CEO report monthly to the Board with data and options but ultimately it is the board who makes major decisions.

7. Student Pathways (enrolments and transitions)

7.1 School roll

Provide your projected school roll for each of the next 6 years by year level.

Year Level	2019	2020	2021	2022	2023	2024
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11	60	60	60	75	75	75
12	60	60	60	60	60	75
13	0	30	45	45	60	60
Other						
Total	120	150	165	180	195	210

(note: it is these roll numbers that must be used to calculate Ministry Funding in your financial forecasts)

7.2 If successful, we will need to agree a minimum and maximum roll number for your schools. Provide your proposed roll numbers below, including evidence for why you consider them reasonable.

	Proposed Roll Number	Rationale
Proposed Minimum Roll	100	We started the Auckland school with a roll of 104. We are aiming to attract 120 students on the back of having a good track record but ultimately the rationale is that as a

		minimum we could attract 100.
Proposed Maximum Roll	210	The figure of 210 has been chosen purely on the basis of the property sites that we have looked at and what we feel comfortable being able to accommodate our model and student numbers.

7.3 Provide evidence that your cohort of students will choose to enrol in your proposed school

Attach evidence to support this. eg independent surveys you have commissioned, letter(s) of support from local parent groups iwi or others

Response:

Attached are a sample of applications we have received from Christchurch for our Auckland School. This is without any promotion or knowledge that we might open in Christchurch.

7.4 Outline your proposed plan and timeline for enrolling students for the 2019 school year

Response:

The following is the proposed plan for enrolling students and it is currently used by Vanguard in Auckland successfully.

1 Once approval is gained to open the school additional work to be done on the current website www.vanguard.school.nz to accommodate accepting applications from Christchurch.

2 Week 1 of Term 3, 2018. Advertising campaign to begin running on local radio stations and in print media. Enrolments open on the website. Booking system allows bookings to

be made for any of the three Orientation Evenings.

- 3 Week 4 of Term 3, 2018. Admin staff contact all applicants who have booked in for Orientation Evening 1 to confirm their attendance and indicate the required timings and expectations.
- 4 Tuesday Week 5 of Term 3, 2018. Orientation Evening 1 is run between 7pm and 9pm.
- 5 Week 5 of Term 3, 2018. Admin staff contact all applicants who have booked in for Orientation Evening 2 to confirm their attendance and indicate the required timings and expectations.
- 6 Tuesday Week 6 of Term 3, 2018. Orientation Evening 2 is run between 7pm and 9pm.
- 7 Week 5 of Term 3, 2018. Admin staff contact all applicants who have booked in for Orientation Evening 3 to confirm their attendance and indicate the required timings and expectations
- 8 Tuesday Week 6 of Term 3, 2018. Orientation Evening 3 is run between 7pm and 9pm.
- 9 Friday Week 8 in Term 3 by 4pm. All enrolment packs given out at Orientation evenings need to be returned.
- 10 Friday Week 8 in Term 3 at 4pm enrolments close to allow for processing. This allows for the school if oversubscribed to run a ballot and place late enrolments on a waiting list. I also allows if under subscribed to run future Orientation evenings.
- 11 Week 1 Term 4 Letters of Acceptance are sent out with instructions on how to book for your school interview.
- 12 Week 2 – Week 6 in Term 4. The Principal and Deputy Principal interview new students with their parents and caregivers. At this point induction packs are gone over and policy agreements signed with students and parents.
- 13 Week 8 of Term 4. Letters sent to all accepted students about the induction process for 2019.
- 14 Jan 2019, two weeks prior to school starting academic classes, all new students attend and complete our two week induction process.

15 Upon completion of point 14 all students are enrolled in the ENROL system as students of Vanguard Military School – Christchurch,

7.5 If you are proposing to start your school at a non-traditional year of transition between schools (e.g. other than at the start of primary, intermediate or secondary school), how can you be confident that the number of students and their families/whanau (indicated in the table at 7.1), will opt to leave their existing school to transition to your school at that year level?

Response:

1 Experience – As a senior secondary school we are confident that we can attract the required students because we have done it before when establishing the Auckland school as well as having grown the roll every year since. This is even though the school starts at Year 11 and not the traditional starting point of Year 9.

2 By Targeting Students and Families that want a School of Choice – We will be able to attract students because of the types of students we are targeting. We will be looking to enrol those who have failed in their previous schools, those who are not engaged with schooling, those who are not enjoying their current school due to lack of inspiration, pastoral care or a feeling of bullying. We are looking to provide a new choice, often a second chance. We are also looking to target those who enjoy our military style and may wish to join the New Zealand Defence Force.

3 Attraction to the Vanguard Model – As a school with a successful track record we will be able to attract students and families who wish the best for themselves or children. Those who like our traditional, instruction style. A move away from open plans and devices and a move towards structure, discipline, respect, consequences and resilience. Many students enjoy our more physical approach with Physical Education compulsory as well as afternoon Physical Training.

4 A Removal of Barriers to Learning – By providing transport, uniforms, stationary, paying for school fees, offering small class sizes and providing a high academic result for the students attending our school many parents are attracted to the removal of the barriers to their children's learning.

5 Brand – Vanguard Military School has now established itself as the only Military School in the country. It has top academic results and the benefits of being a student of school sends a powerful message to employers that students from here are hardworking, respectful, disciplined and intelligent.

7.6 After the establishment year, how would achieve and sustain the level of enrolments anticipated in the roll table at 7.1?

Response:

- 1 Continued Advertising and Marketing – We would continue to use local radio stations in the lead up to the following year's orientation nights. We would also use all marketing opportunities like opening days and success stories to develop a larger profile in the community.
- 2 Academic Success – A large part of any schools ability to attract students relies on its academic success. To be an attractive alternative we not only have to offer the innovation of being a military school but we need to gain academic results above the national average in NCEA.
- 3 Visibility – The school will gain visibility in the community through its work with organisations like the RSA. Our presence as a school marching at ANZAC Day and collecting on Poppy Day as well as making inroads into the local school systems by participating in sports allows for others to see our school, the behaviour and character of our students and decide that we are the place for them.
- 4 Improved Community Connections – Once established and no longer setting up it allows us to develop stronger links within the community. We would aim to work together with other schools and education providers as well as organisations that can provide students to the school or assist existing or exiting students in some way.
- 5 Family and Word of Mouth – It is important to provide an excellent opening year as it improves enrolments in future years. This occurs by additional family members or extended family members also transferring into the school as well as positive reviews by current students and their parents to others who may be looking for education alternatives.

Transition of students into the school/ or when leaving the school

7.7 How will you ensure students are appropriately transitioned into your school?

What links and relationships will you establish to contributing ECE and schools, and to other organisations that may refer or be a feeder for students to your school?

Response:

The school will establish links for transition into the school with local organisations like the Air Training Corp, Cadet Units Scouts and Guides. We would also work closely with the New Zealand Defence Force to assist in educating possible applicants for them who don't hold the required qualifications. We would also approach the local sports clubs. From my visit to Christchurch I discovered a much closer association between clubs and across sporting codes in Christchurch than in Auckland which would benefit us.

In our experience local schools have not been strong contributors to our enrolments. We target the students and parents themselves directly. This has been a successful approach and one we will continue with.

7.8 How will you ensure students are transitioned out of your school and into further education (eg secondary or tertiary) or into the workforce?

Response:

All students are required to lodge a career plan with the school upon enrolment and update it every year they return until they leave. This allows us to manage a student's exit to gain the required result. It means we have an insight into the types of work they wish to do or courses they wish to take. We can then work with them in choosing the correct academic subjects to achieve that career plan.

Students are all inputted onto a spreadsheet monitored by the CEO who cross references it with the KAMAR student management system to record credit achievement and progress towards the requirements of qualifications, courses or entry to employment. This stops the possibility of students leaving school prior to gaining the pre requisites for their career plan exit.

For further education transitions it will be important to build a relationship with the 3 largest providers in the area, the University of Canterbury, Lincoln University and the Christchurch Polytechnic. Ideally I will look to establish links that develop a relationship where they attend our graduation ceremony each year and provide scholarships.

There are also a further 26 private training establishments that offer a range of further education options to offer to our students.

For employment transitions the school establishes links with a range of ITO's to provide assistance into industry and trade related work. It has a strong relationship with the New Zealand Defence Force recruiters who provide guidance into joining up. Over time as students enter different companies more and more relationships are formed.

8. Educational Plan

8.1 Curriculum

Do you plan to use the New Zealand Curriculum or Te Marautanga o Aotearoa?	Yes	If Yes – Complete Q.8.1.1 then go to 8.2 If No – Complete Q.8.1.2 and 8.1.3 and 8.1.4, then go to 8.2
---	------------	--

8.1.1 If you are using the New Zealand Curriculum or Te Marautanga o Aotearoa, please explain why this is the best choice for your students

Response:

The New Zealand Curriculum is the best choice for our students for three main reasons.

1 To make sure that the education they receive is comparable to that of all others in New Zealand. In our case using NCEA is important as it confirms that our students are attaining the same qualifications and can be measured by themselves, their parents, higher education providers like Universities and future employers against all other school leavers in New Zealand. As a senior secondary school our focus is on attaining qualifications for our students to go forward and succeed. To do that we need to use the New Zealand Curriculum and its formative assessment process at level 1, 2 and 3.

2 Parents need to be reassured that by enrolling their child in our Partnership school that they will not be disadvantaged. By providing the same options to attain the national qualification it allows parents peace of mind and even if they are unsure of the NCEA system and curriculum because it is well used and published they can find all the information they require on relevant Ministry of Education websites.

3 By using the New Zealand Curriculum and gaining NCEA certificates and University Entrance it allows our students when they leave school to transition easily into further education and employment because they are know qualifications. An important part of our school is making sure they continue to move forward in life and without a recognised qualification this would be impossible.

8.1.2 If you plan to develop your own curriculum, provide your curriculum framework here, and attach your curriculum handbook (if you have one)

Response: N/A

8.1.3 Explain and provide evidence to support why you have chosen your alternative curriculum

Response: N/A

8.1.4 If your curriculum documents are subject to further development, include details of the timeline to complete them, and information about the person or organisation who will be developing the curriculum and their skills and qualifications to do so

Response: N/A

8.2 Special Character

8.2 How does the curriculum you propose support the delivery of the special /distinct concept of your school

Response:

Vanguard has a strong academic approach. Identifying itself as a school that pursues academic excellence above other activities such as sport or the arts. This is because it sees itself as a school that provides a choice for those who have been struggling previously with their schooling and it is important that we focus on what is required in their learning for them to achieve.

We also stand by the importance of delivering the hard subjects that will benefit our students the most by providing them with the most options for their career choices when they leave us.

The curriculum is designed to provide flexibility and options for a choice of pathways that recruits can aim for and feel they are making progress towards. It is also designed to address and improve the areas of numeracy and literacy by making maths and English compulsory. These are critical areas that lead to gaining employment and we feel that getting recruits to learn in these areas skills that they had previously had difficulty leads to an improved self-worth that unlocks their potential at school and allows them to raise their expectations of what they can achieve.

With the above points made here is a breakdown of our curriculum and the reasons why we use it which makes our school stand apart from others.

1 - Maths, English and Physical Education are all compulsory subjects for every student at every year level which is aimed at addressing numeracy and literacy issues as well as the schools approach to a healthy body, healthy mind style of education. All three subjects are University Entrance subjects which provides a solid base if this is their chosen path.

2 – Defence Force Studies

This subject in our curriculum is unique to our Military School. It is unit standard based and teaches the students a range of topics about the New Zealand Defence Force that will allow for an easy transition should this be their career path.

3 – History

This is another University Entrance subject. History at Vanguard follows our military theme by teaching New Zealand's military history. The conflicts we have been involved in, our role and the effects it has had on us as a country.

4 - Maori

Another University Entrance subject. With an expected 55% of the roll likely to be Maori it is an important part of the schools vision to be educating and providing the next generation of Maori leaders. To do that we need our students to be developing speaking, listening, reading and writing skills in Te Reo.

5 - Engineering

As part of our focus on multiple exit points for students at our school we have found many are interested in trade related jobs. Their focus is to exit school after gaining a NCEA level 2 and then working towards their chosen trade qualification and Engineering provides for this.

6 - Science

In line with teaching valuable subjects for our students. Science provides a strong option for University Entrance and better career options.

7 – Recruit Development Course

A unique compulsory subject for Vanguard students. It features a range of topics designed to motivate the students, help them career plan, develop positive character traits, address issues like bullying, social media, drugs and alcohol, help them with financial literacy and gain driver's licenses. There are some unit standards associated with this course.

8 – Physical Training

Another unique subject. Students at Vanguard are required to undertake physical training sessions with their year level three afternoons a week. It is used to develop self-esteem and resilience that they can take back into the classroom to help overcome any academic difficulties.

8.3 Pedagogy

8.3 Please explain your approach to delivering your proposed curriculum (e.g. approaches to teaching and learning)?

Vanguard Military School would use the full range of instructional approaches to make The largest possible connection to the recruits to engage in their academic learning. We know that many of the recruits will prefer a different style of learning from their peers and it is our job to be able to provide as many opportunities as possible to unlock their learning key.

It is likely we would use the following approaches.

Direct Instructional Strategy - Many of our lessons follow the explicit teaching approach that follows a routine of a daily review of what is to be taught, the teaching of new material, practice and discussion on that material, the teacher providing feedback and corrections and then a review of the lesson as well as including later a review of the weeks lessons. This is mixed in with drill and practice sessions, lectures, guest speakers and demonstrations.

Indirect Instructional Strategy - This is a more discussion orientated approach where techniques like problem solving in groups, discussion after a learning event and concept attainment are used. We find that concept attainment works especially well by giving examples and non-examples for recruits to choose between to remind them of correct answers.

Interactive Instructional Strategy - We use a lot of problem solving examples to give the recruits realistic problems that relate to the curriculum to solve. It is usually through these examples that they can remember facts, process or formula because they can remember that related activity and how they came up with the solution or maybe even how others did. We also provide the ability to conduct a one on one interview to extract knowledge without others around to assist.

Experiential Instruction Strategy - The use of experiments and games in our teaching to reinforce the memory of what they have learnt.

Independent Study Strategy - This is where the recruit has to go away from the

classroom environment to produce their own work in the form of homework, reports, essays and research projects.

By utilising our small class sizes and providing varied instructional approaches we aim to reduce the barriers many of the recruits have had in the past. By offering a number of ways to learn staff are challenged to acknowledge and record what methods tend to work for recruits and share that across the staff. The individual nature of some recruits may require additional instruction in holidays and our aim is to have that instruction in the easier shape that the recruit can learn and not necessarily just repeat lectures or worksheets

8.4 Teaching quality and capability

8.4 How will you ensure that the quality and capability of your teaching staff will be sufficient to enable your school to achieve the outcomes you are proposing for your students, and how will they support the special character of your school?

Response:

We will look to employ experienced staff in their curriculum area which is their main task however we acknowledge that our school is very unique and with its military flavour we need to make sure our staff have the capability to deliver this special character.

The two main ways that we maintain quality and our flavour is with a strong emphasis on training and professional development. Staff are trained in all policies and must undergo sign off on certain protocols. Christchurch staff will be able to spend time in Auckland to develop their skills and learn from existing staff as well as have ongoing support and mentoring from them.

Because of our military flavour we tend to employ several ex NZDF personnel which helps with consistency in our approach and to provide support to the teachers who don't have this background.

The management of the school work closely with staff to provide data on progress towards outcome achievement as well as suggestions for improvements.

8.5 Breadth of curriculum

8.5 Indicate the subject range/learning areas at each year level that your school will offer

Response:

Please see attached curriculum flow chart.

8.6 Qualifications or achievement standards offered

8.6 Provide a full list of the qualifications and/or achievement standards that your school will offer

Response:

NCEA Level 1

National Certificate in Mechanical Engineering Level 1

NCEA Level 2

NCEA Level 3

University Entrance

8.7 Delivery of education by other organisations (not the Sponsor)

8.7 If not offering all subjects as face to face delivery by the Sponsor, which ones will be delivered on-line or via partnerships with other schools or tertiary institutions?

Clearly outline any contracted services that will be involved in the delivery of education (including Te Aho o Te Kura Pounamu Correspondence school and online education providers and tools, etc)

Response:

N/A

8.8 Assessment and achievement

8.8.1 What is your overall approach to assessing students' progress in relation to your student achievement goals?

Note that where appropriate, sponsors will be required to use PAT and/or e-asTTle, together with the Te Waharoa Ararau and/or PaCT assessment instruments. Please specify any other tools that you plan to use.

Response:

All students are given a baseline test upon entering the school which allows us to assess whether there are learning difficulties or gaps in their subject knowledge. This allows us to compare this with their career plan and intervene if necessary or look to gain extra assistance for them.

During the year all students data which includes all the assessments they are going to sit is held on a spreadsheet and is monitored and updated at every assessment. The schools approach to assessing a student's progress is of the highest importance. We want every student to succeed and to do that we monitor each and every one of their progress.

8.8.2 Outline how you will accelerate the learning of individual students if they are well behind academically for their age group

Response:

By reviewing the baseline data or looking at their progress on the spreadsheet we can identify any individuals that are behind. To assist them we have several approaches.

We offer extra academic classes afterschool and during the holidays to speed up their learning.

We also actively change classes and timetables to assist by placing a group of similar students together so they can get the help they need at their own pace.

The school also considers that if a student is so far in development and knowledge that they may take 2 years instead of 1 to gain a qualification and therefore a plan is made to accommodate that.

8.9 Student behaviour management and safety

8.9.1 Outline the school's philosophy and methodology regarding student behaviour management; including a description of your proposed pastoral care process

Response:

Vanguard Military School expects the highest standards of behaviour from all of its recruits, it will use a firm line on discipline to always maintain a safe environment for its students and staff and expects 100% commitment from its students to all school activities.

Although the school will show empathy in all cases we will not yield on our core fundamentals to maintain discipline. We acknowledge that our rules and regulations do not suit all learners and maybe seen by some as harsh, but we work hard to provide all this information prior to a student's enrolment and as attending our school will be a choice it is one they voluntarily make. What we do know is that recruits who complete a full year with us are nearly always successful because of this strong stance. We now have three years of positive academic results to back up this stance.

We will be committed to prepare every recruit for total success by challenging them to pursue their goals in 7 key areas using the following philosophies.

CHARACTER: Vanguard has a simple standard: "We expect recruits to do what is right all the time." Character is the foundation for all we do and its development in each of our recruits is central to our purpose.

EDUCATION: Recruits are introduced to education as a lifelong endeavour. They prepare themselves by developing speaking, writing and reading skills, learning to think critically and logically and learning to master fundamental mathematical principles.

HEALTH AND FITNESS: Recruits develop and learn habits of health and fitness. They learn the importance of staying fit and the consequences of drug and alcohol abuse. They begin to accept responsibility for their own wellbeing.

CULTURE: Recruits learn to appreciate individual and cultural differences in an environment which fosters equal opportunity for all and does not tolerate sexual harassment in any form. They interact with people who are different from themselves in the classroom, during physical training sessions, on the sports fields, and during their own time.

CAREER: Recruits prepare to take their place in society by learning to understand their own strengths and weaknesses, setting academic and career goals, and developing a strong work ethic.

COMMUNAL: Recruits learn how to live in a community by respecting their fellow recruits and the environment, serving the community and sharing pride in their school.

PERSONAL: Recruits begin to understand who they are by managing their emotions, internalising the values and principles which guide Vanguard and the NZDF, learning how to make decisions and solve problems, and demonstrating personal responsibility.

Philosophy and methodology to student behaviour, discipline and participation.

Every classroom cultivates a welcoming, positive, safe, orderly, and healthy environment that is recruit-centred, developmentally appropriate, and supports teaching and learning.

All recruits are given access to all rules and the consequences for breaking those rules. Staff are asked to remind recruits frequently of these to provide clarity in all cases.

All staff in the school actively build a positive community, fostering academic, behavioural, and social/emotional growth.

School enforcement of the rules is to ensure the physical and emotional safety of every recruit.

School-wide procedures and classroom instruction are structured to support positive student behaviour.

Students and their families are connected to support services necessary to engage students in school.

All staff will work collaboratively to provide comprehensive support for recruits academic and social/emotional needs.

Staff provide targeted support to recruits who have difficulty meeting behaviour expectations, especially recruits returning from suspension.

Instructional approach to behaviour and discipline

School staff communicate and model clear, high expectations for appropriate behaviour for every recruit in the school.

School staff provide explicit and intentional instruction, structures, and supports to help recruits learn how to meet these expectations, including social and emotional skills to empower them to make good choices about their behaviour.

School staff provide a range of disciplinary responses that hold recruits accountable when they do not meet expectations.

School staff work with recruits to correct poor behaviour and prevent occurrences by re-enforcing behaviour expectations.

School staff enable and encourage recruits to reflect on their actions, learn from mistakes, and restore relationships that have been negatively impacted.

Consistent, progressive discipline responses that minimize disruption of instructional time

School-wide discipline policies and procedures are developed in collaboration with recruits, teachers, and families. The school has expectations and rules for recruit behaviour that are aligned to community expectations. Teachers' classroom rules and expectations reflect school-wide expectations.

Discipline policies are consistently enforced school wide.

In general, disciplinary responses progress from less severe to more severe until the behaviour improves.

Intervention and remediation strategies are used along with disciplinary responses.

Recruit discipline data is systematically analysed to help review policies and practices.

Vanguard Pastoral Care System

Our system revolves around grouping the students by year level into sections named after Victoria Cross Winners. Sections are assigned to an individual teacher who is the reference point for those students. The teacher in turn is the link between the school, the student and their parents or caregivers. They are available to talk to parents and are given students in their section that they teach to make sure they have plenty of contact time. There are also allocated Section Room times where the teacher discusses attendance, behavioural and academic issues any of their section might be having.

If any incident needs escalating then a section leader informs the deputy principal of that year level.

We have used this system in Auckland with great success and will continue this model of pastoral care.

8.9.2 Set out your strategy and approach to suspension, expulsion and other disciplinary matters

Response:

Please review the disciplinary chart and stand downs, suspension, exclusion and expulsion policy which are attached.

8.9.3 What policies and procedures will you put in place to ensure your school meets its obligations for child protection under the Vulnerable Children's Act?

Further information can be found at: <http://www.education.govt.nz/school/running-a-school/vulnerable-children-act-2014-requirements-for-schools-and-kura/>

Response:

I have attached the 4 current policies that would be replicated for any new school that we operate. The first policy which covers most of the details related to the Vulnerable Children's Act is our "Dealing with Child Abuse" Policy which explains our procedures for staff when reports, complaints, observations of abuse or any other concern regarding a child's wellbeing. The other three policies deal with ways to ensure our students are safe in regard to our "Appointments and Appraisals", "Visitors to the School" and "Non Custodial Parents Procedure."

8.10 School Schedule

8.10 Outline your proposed school calendar setting out:

- the daily hours of operation;
- indicative student timetables; and
- how the school day and year will be organised to include instruction and assessment, sufficient time for students who need additional instruction, including one-on-one support, to 'catch up' to the standards required, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities

Response:

Daily hours of operation will be 8:45am till 2:45pm.

Indicative student timetables – please view attached student timetable.

School organisation – please view attached weekly school timetable and sample subject planner to show planned assessments.

Additional instruction is provided for students prior to school, at lunchtime, after school, in organised academic catch ups and in organised classes set in the school holidays.

These are done through subject teachers communicating with deputy principals and they in turn liaising with the identified students and their parents.

Professional development is ongoing for all staff at Vanguard as our unique model requires it. Staff are usually employed a term in advance of teaching classes to learn our requirements. New staff are given an existing staff member as a mentor. Staff are also encouraged to belong to various professional associations to keep pace with any changes to their curriculum and have fellow teachers to learn from and share ideas with.

Parent Teacher Interviews are held – please view attached schedule.

Extra and co-curricular activities are organised in line with the regional secondary schools sports body as well as community groups like the RSA.

9. Leadership and Teacher Quality and Resources

9.1 Organisational structure

9.1.1 Provide the organisational chart of the proposed school.

Response:

Our organisational chart is attached.

9.1.2 Identify the number and type of staff that will be engaged to operate your school

You should adjust the table (add/delete rows) to reflect your proposed school structure.

Note: the content of this table should be the same as the 'I-staff' tab in the financial submission.

Position	Number of FTEs by position					
	2019	2020	2021	2022	2023	2024
Management						
Principal / Academic Lead	1	1	1	1	1	1
Business Manager	0.5	0.5	0.5	0.5	0.5	0.5
Administration						
Administration/Business Manager	1	1	1	1	1	1
Admin Support	1	1	1	1	1	1
Teaching Staff						

Principal / Academic Leader (if shared with management role)	1					
Registered with a current practising certificate or with a Limited Authority to Teach	9	13	15	15	15	15
Registered Teacher Aides						
Other [list]						
Non Registered (or Registered but without a current practising certificate), staff						
Teachers not holding current teaching practice certificate	1	1	1	1	1	1
Teacher Aides						
Other [list]						
TOTAL (FTEs)	12.5	17.5	19.5	19.5	19.5	19.5

9.2 Capabilities of school leader and teaching staff

9.2.1 Detail the professional backgrounds, depth of experience, relevant skills and qualifications, and personal qualities that you will seek in a school leader

Response:

We will actively be seeking a Principal for our school who holds a full certification in teaching and ideally they will have at least 10 to 15 years of experience teaching in New Zealand to show an understanding not only the demographic we are looking to work with but also of the full requirements of NCEA, NZQA, ERO, assessment and critiquing practices.

They will need to share the vision of the school. Be able to lead and develop staff whilst providing them with a confident leader they can follow. They will enforce the school rules and follow the Ministry guidelines but also show empathy to individual cases. We look favourably at the following personality traits. Enthusiasm, Motivators, Commitment, Punctuality, Honesty, Humour and Attention to Detail. A school leader that is passionate about every one of the students reaching their potential and in turn their role in executing the schools model would

be ideal.

9.2.2 Detail the professional backgrounds, depth of experience, relevant skills and qualifications, and personal qualities that you will seek in the members of the school's senior management team

Response:

Ideally our senior management team will have similar backgrounds, experience, qualifications and skills like our Principal however there is one area where we look at this a bit differently. We don't necessarily place a value on having previously been a deputy principal or school leader. We often look to uncover younger staff who have a passion and drive for teaching and helping others. These are often teachers who have all the required skill set and organisational skills but are blocked in their current employment to achieving this role.

9.2.3 Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff

Response:

This area combined with the personal qualities section often determines why we employ the staff we do. It is a hard area to pinpoint because of the nature of the roles we wish the staff to undertake. Unlike State Secondary schools we require our staff to be able to be experts in more than one area of teaching, we require them to be Section Leaders involved with the pastoral care of the recruits and we also like them to undertake physical training with the recruits. This type of role can eliminate many teachers so the piecing together of our staff will be done around how we see the best fit for our school needs in these areas and this can mean that staff who have less experience but may have more drive or a military background can gain a position. Ideally we are looking for all-rounders with qualifications and experience.

Professional backgrounds for teachers:

The teachers we will be employing will need to hold either a Graduate Diploma of Teaching or one of the numerous Degree/Diploma qualifications in teaching. Although it would fair to say years of experience would be the ideal background but when it comes to the educational programme we wish to implement it may not suit a teacher set in their ways. A teacher with varied experiences and with the ability to not only pass on their knowledge but learn of others will be important. Obviously we will need staff who are proficient in subject matter at years 11, 12 and 13.

An Example of the type of teacher we would employ.

A staff member who holds a Physical Education Degree and is a registered teacher. Their main employment focus would be to teach physical education at years 11 and

12, they would also be a section leader and expected to contribute to the teaching of other parts of the curriculum we offer like Maths and the recruit development course.

We require staff who share the vision of school. Staff who will enforce the school rules but show empathy to individual cases and staff that can multi task and share the overall success of our recruits rather than concentrate on their specified subject or class only.

We require all of our staff regardless of their positions to be role models for our recruits. Staff must be able to do what they ask of the recruits. For example no staff member can demand 50 press ups off a recruit during physical training unless they themselves can do it too. This level of respect gained from the recruits to the staff is due to the staff leading in a positive manner and being seen to guide and mentor the recruits. We look for the following personality traits.

Enthusiasm

Motivators

Commitment

Punctuality

Honesty

Humour

9.3 Recruitment and Retention

9.3.1 Describe your approach to attracting and retaining high quality staff.

If the school you are proposing will be located in a remote area, explain how you will address the particular challenge this presents in terms of attracting high quality teachers including how you might use the flexibilities of the model to assist with this.

Note: a recruitment strategy based solely around the attractiveness of your geographic location or the attractiveness of your unique concept as the strategy for staff attraction and retention is unlikely to meet our requirement. We are looking for a strong plan on how your school will attract and sustain teachers especially in a competitive market.

Response:

Knowing they are making a difference.

Teachers are attracted to working at Vanguard because they can see every day that their efforts are making a massive difference to our students. Their ability to change previously unhappy and unsuccessful experiences in school for our students and make them happy

and successful is a challenging environment but one that provides a massive amount of job satisfaction.

Team environment

Having to learn a whole new way of working within a school provides excitement and the need to learn new things. All staff work together for the school and its students rather than as individuals or departments and this suits team players. The nature of some of the events we run and our inter section competitions require staff to always be involved in activities outside their usual classroom duties.

Safe, Respectful Environment

Vanguards approach to structure and discipline places staff back in control of their classrooms. Respect has to be show to staff members and the enforced rules of the school provide staff with a safe and respectful environment. We also provide classes with only 15 students per class.

Opportunity to grow or transfer

Staff at Vanguard are given opportunities to become Head of Departments or run year levels earlier than is usual. This provides opportunities for career advancement as well as the ability that staff could transfer between Christchurch and Auckland.

Higher pay scale

Generally we pay higher than the collective agreement.

No Report Writing or Budgets

Staff at Vanguard do not have to write reports. They are still sent to parents but they are generated off real statistics. Budgets are also done by the CEO.

9.3.2 If you are proposing to use teachers who do not hold a Practising Certificate, explain your rationale for this, what subjects they will teach, what experience or skills you will require them to have, and the role they will play in the day-to-day operation of the school

Response:

Because many of the recruits we are likely to enrol have not previously succeeded at school or have found the present system does not work for them our employment process does not aim to just select the most experienced teachers. We look for people who have the knowledge that is needed to be taught and passed on but are the leaders, motivators, innovators and role models that can inspire our recruits to achieve.

By using experts in the fields of Engineering, the Defence Force and Finance we can provide a more motivating environment to the classroom. How many teachers have been involved in a fire fight in Afghanistan or undertaking basic training? The questions and buy in from the recruits is immense.

We also multi task meaning the teacher who took you for Maths is also the teacher out on the military assault course with you. The respect gained from this is invaluable. You can also see why we recruit the way we do.

To implement our visions and goals we need people who are knowledgeable in the areas that we teach, that go the extra mile, assist in more than one area of the curriculum and will always be role models to the recruits by the way they conduct themselves, how they enforce the schools rules and pass on its values. With people like that we will be successful and our selection process is made to find them.

9.4 Professional Learning and Support

9.4.1 Outline your approach to teacher appraisal, performance management and professional development and how it will contribute to a culture of continuous development within the school

Response:

Teacher Appraisal and performance management

We take the appraisal of our teachers very seriously. We acknowledge that our model is different to others and that staff need to make adjustments to suit but we also know that all our staff wish to maintain the appropriate standards and keep their registration. Appraisals occur every 6 months with the findings discussed by the Principal with the individual staff members before being reported to the Board. These appraisals also allow for the Principal to suggest or the staff member to request some professional development.

Professional Development

The school will set aside a budget for the professional development of staff. The overall development of the staff is an important component to meeting the needs the priority students. By continuing to implement new ways of doing things, use new tools and embrace new technology we can assist in providing more ways that students may be able to engage in learning. After all what works for one may not work for another and we need as many teaching options as possible to unlock some of these students.

The use of professional development will be vital to gaining improvements in numeracy and literacy, will allow us to develop non-qualified teachers with better teaching skills to go with their experience in their field and open the eyes of our registered teachers to a military style approach to education based on the experience

they may gain in the territorials or naval reserves

The ongoing nature of appraisal, review and development allows us to regularly check we are meeting the required standard, addressing any weaknesses and planning for any future changes.

9.5 Other Resources

Please provide a high-level list of the resources and specialist equipment you will require to run your school.

Resource/Equipment	How you will source this resource (including if funded or donated) If donated, please provide evidence to support this occurring
Administration Resources	Establishment Grant
Engineering Machines and Tools	Establishment Grant
Classroom Materials	Operational Grant
Physical Training Equipment	Establishment Grant
Photocopiers	Agreement with Canon
Computers	Establishment Grant
Classroom Furniture	Establishment Grant
Uniforms	Operational Grant
Science Lab Equipment	Establishment Grant
Household Appliances	Establishment Grant
Vanguard Signage	Establishment Grant

10. Community Outreach and Engagement

10.1 How will you develop community support for and engagement with your proposed school?

Response:

A large part of this has already been established by my visits to Christchurch to talk to the relevant parties. However if successful we would need to do more to gain more community support.

Advertising. By advertising for students on the local radio it generates a lot of attention and gets people talking. A lot of people are interested in our different military style and feel it may suit their child. The next step is to get them along to an orientation night.

Orientation Nights. These provide us the opportunity to showcase our model of school. Play videos of what we currently do, hear stories from ex recruits and their parents about what it has done for them.

The above get the parents and students engaged with us.

By linking with the organisations outlined in 10.2 and allowing them to have an input into our school is a large part of our engagement. We like to work together and can provide promotion for them as well. For example the presentation of a scholarship to Canterbury University at our graduation benefits both parties.

It is also vital to engage well with the original parents and caregivers of our students. This occurs through our pastoral care system but also with parent teacher interviews, local sporting competitions, ANZAC Day and Graduation.

10.2 What community partnerships have you established or do you intend to establish to support the school? How do these community partnerships link to your curriculum and outcomes?

If you have already developed community partnerships, please attach evidence of this (eg letters of support from parent groups, community groups, iwi, etc supporting the establishment and running operation of your proposed school in the area).

Response:

Full support has been gained from the Christchurch Memorial RSA which was essential. This provides us with a platform for our military school to draw on the experience and traditions from the veterans in our Defence Force Studies as well as insights for our History programme. It was also vital in our desire to be a presence in the community at ANZAC Day and the poppy collections leading up to the day.

Please see attached letter.

Meetings have been held with the following groups or organisations.

Mainland Football. Initial discussions have revolved around community promotion in football clubs and resource sharing however what I uncovered is that unlike the Auckland region all the sports teams in Christchurch work together so Mainland Football is now providing us with the opportunity to also link with the Canterbury Crusaders and the Canterbury Tactic. Our contact there is [REDACTED] s 9(2)(a) OIA

Pasifika Futures. Discussion has been held with [REDACTED] who is a board member of this national association. They hold the whanau ora contract for the canterbury region for pasifika families and although supportive have not been able to provide a letter of support due to the fact they receive government funding and cannot be seen to endorse a private company.

Ngai Tahu. A number of emails have been sent between Ngai Tahu and E Tipu E Rea to discuss the possibility of support in Christchurch. Similar to Pasifika Futures they are not in a position to give full support at this point. s 9(2)(a) OIA

New Zealand Defence Force. A full discussion with [REDACTED] has provided assistance on several fronts. Firstly it will allow us contact with the camp manager at Burnham Army Base for facility use and secondly it will provide a link for ex NZDF staff to apply for jobs with Vanguard.

Competenz. We have used them to assist with our Engineering curriculum in Auckland and will again turn to them as the industry provider to assist with assessment guidelines and moderation.

Canterbury University, Lincoln University, Christchurch Polytechnic and the 26 PTE providers. Once approved links will be established with all of these education providers to assist with providing pathways for our students to further education.

ITO's for trades and labour contract firms like Advance Personnel. Once again once approved links will be established with these organisations to provide entry into trade related jobs and the workforce.

Local Police. We always establish a link with the local police for two reasons. The first is that we are often working with students who are well known to them and working together is beneficial. Secondly we wish to teach our students to respect and value our police so we often have them into the school to assist with that process.

Community Health Services. Depending on the chosen location we will link with nearby health services to be able to support our students should they require any medical attention from a doctor or dentist etc. It is also important for us to have access to mental health services as several students often have issues that require a level of support beyond our capability.

10.3 How will you engage with parents/family/whānau in their child's learning?

Response:

Internally at the school we will provide 2 different ways to try to engage with the parents. The first is the use of Section Leaders. These are the staff responsible for a specific section of 15 recruits for example Apiata Section. If we are noticing a lack of attendance, poor performance academically or something like a failure to follow instructions the section leader is responsible for encouraging the recruit and also contacting the parents to assist. It is their role to attempt to engage the parents to the problems and work together with them to help the recruit on the way to a better outcome.

The school will also provide a system where if the section leader is not making progress the issue can be raised with the deputy principal or principal. There are several policies that the school has particularly in regard to attendance and discipline where it is a requirement of the parent or caregiver to be present at meetings to address any issues.

The school will also engage the parents by providing school seminars on the following to assist them with understanding their child's education.

The guidelines of NCEA and how to understand it
Employment and Educational pathways that are available and what is needed to access them.

Careers in the NZDF

Curriculum Subject Choice each year

On an individual basis a term progress report will be sent by email to the parents or guardians if they have internet access or a hard copy posted to them. It will outline attendance days, the number of unit standards or assessment standards undertaken and the number passed as well as an update on the students' progress towards their NCEA qualification.

Parents or guardians will be asked to phone section leaders to confirm they have received the report and it will allow communication between the section leader and the parent regarding the students' progress. Any students whose parents or guardians do not make contact by the given time will receive a phone call from the section leader to make sure a copy is viewed and to again communicate with them about the students' progress.

As a school we will acknowledge our academic and other achievements through a school newsletter, again we may use the medium of email to provide this directly to students as well as posting results on our website.

We also use a facebook page to promote activities and success.

The school will also be happy to release its yearly progress to the community in accordance to any rules the Ministry of Education sets in place regarding this information.

11. Premises

11.1 Premises

11.1.1 If known, provide the address of the proposed school premises (if more than one option, provide details of each) and the certificate of title number/identifier (if known)

Response:

A final decision has not been made on the site. Several sites have been visited and look suitable from my visits to Christchurch but ultimately choosing a site will only be achievable after securing a contract with the Ministry. If that occurs then negotiations on previously viewed sites as well as investigating new sites will dictate the final decision.

11.1.2 If not known, when and how will the school site be identified and are there any preferred sites? Please provide details of any preferred sites and a detailed plan (including all steps and actions likely to be required and a timetable) for how such preferred sites will be acquired/secured.

Response:

Please see attached preferred school sites. The nature of the market in Christchurch is one where the tenant has a lot of power as many people are leasing temporary sites while they await the rebuild of the city centre. Vanguard would not look to secure a lease until 2018 which would provide plenty of time for any alterations and set up to be undertaken. It would also allow for prospective new students to have a physical site to attend for orientation evenings.

11.2 Current Property

11.2.1 Are the proposed premises currently owned or leased by the Applicant?

Not currently owned or leased

If not currently owned or leased by the Applicant, what steps are required to be taken to acquire / secure a lease of those premises?

Response:

Commercial negotiations would need to take place.

11.2.2 If the answer to section 11.2.1 is that the property will be leased, describe the type of property arrangement, including the terms of any tenancy (if applicable) and provide written evidence of that property arrangement (e.g. a copy of the certificate of title or written agreement from the owner of any leasehold agreement)

Will the property be leased? Yes / No (delete as applicable)

Response: N/A

11.3 Building Alterations

11.3.1 Are the existing facilities on the proposed site that you intend to utilise for the partnership school adequate for school use in their current state?

Response:

No. The buildings we have considered are generally multi-purpose and require some alterations to design classrooms, open spaces, parade grounds and in some cases additional toilet facilities.

11.3.2 Do you envisage that these premises you propose for the school will be the permanent site for the school?

Response:

Undecided. Certainly we will entertain that option and will be choosing a site that will allow us to reach our maximum roll however we are keeping an open mind that should we be able to attract the investment that we are looking for then we may be able to work together to custom build a site.

11.3.3 If the answer to 11.3.1 is No (not adequate), (ie the proposed site is not currently adequate) describe how the premises or facilities would need to be altered to make them suitable for the proposed school, including reference to any plans to renovate or extend the existing facilities and how that will be funded and timing for such renovations or extensions. If the premises will not be the permanent site, outline what your longer term property plans are.

Response:

I feel this has been explained in the answers to 11.3.1 and 11.3.2.

11.4 Sharing with another school

11.4.1 Will the partnership school share any facilities or other resources with another state school? If Yes, which state school and what premises / resources?

Response: No

11.5 Consents

11.5.1 Describe if there are any known consent issues that may impact the ability to use the proposed premises or facilities to operate a partnership school (or the date by which they can be used)

Response:

There are no known consent issues with the sites I have visited. There may be some extra consents needed for any alterations or improvements on the building but there is plenty of time to get that done and consents in Christchurch are actioned quickly due to a streamlined system after the earthquakes.

11.6 Expansion as roll grows

11.6.1 Describe plans for expanding school facilities to match your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body

Response:

A steady growth plan has been established just like it was for Auckland. This allows for predicting how many additional staff and resources will be necessary. Additional staff are usually employed a term in advance of them teaching so they can receive as much professional development as possible in our unique model before they start teaching classes. Additional resources like computers are budgeted for and both the requirement of resources and staff are linked directly to the expected future timetable.

11.7 Asset Management

11.7.1 Explain your proposed strategies for asset management and maintenance of your proposed premises and facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Response:

Asset management and maintenance of the proposed premises and facility will be the responsibility of the landlord. Our role will be to notify the landlord immediately should we have any cause for concern that any codes or standards are being breached.

We would undertake to make sure all Ministry standards are met with our property and through experience found that having ERO visit to undertake their new school review gave us endorsement that we had done a good job.

12. Non-Government investment/Funding and Financial viability

12.1 Non Government Funding/Investment

12.1.1 To successfully deliver the school vision and mission and the desired level of educational achievement, it is likely you will need to source funding and resources from outside of the public sector. Outline your approach to attracting either private sector investment or resources and/or philanthropic or community-based funding.

Response:

We have not required this with our current school however we are in discussions with a number of people regarding investment/philanthropy.

The approach is a simple one. As a business we try to link with other businesses to mutually benefit our students in some regard. We look to engage by providing promotion for the outside business in return for providing scholarships, outward bound courses for our student leaders, uniforms, donations to the charitable trust, physical training equipment, donations of food or curriculum assistance.

12.2 Non Government /Resourcing Funding Secured

Outline the financial or in-kind support you have in place for your proposed school. As per 2.8.3 of your EOI response, we request that you now provide evidence of the support you indicated in your EOI (eg letters from non-government funders/supporters detailing the level of support they will provide to the proposed school and when it would be provided).

If you wish to list any support you are yet to secure, you will need to include a plan securing this support.

If you have included any not-yet- secured funding in your financial forecast, please make this clear in the financial submission.

Name of Organisation	Support they will provide	Is a letter or other evidence attached?

12.3 Financial Submissions

You are required to complete two financial submissions:

- A. Financial Forecast - this is your school's budget and financial forecast. It should be based on your organisation achieving its projected roll numbers. This forecast must include the establishment period and the first six years of operations.
- B. Sensitivity test - we are looking to understand the impact of roll variability on the financial viability of your school. To assist in our understanding, a second version on your above budget, needs to be submitted, but in this forecast you must demonstrate the impact not achieving the projected roll by would have on your operations. This forecast should be based on achieving 80% of your projected roll

numbers for 2020 to 2025 (after the guaranteed funding period). Make clear what expenses will be adjusted and/or additional non-government revenues sought to sustain the viability of your school if this scenario actually arises.

The Financial Forecast and the Sensitivity Test must be completed on the template provided.

In this process you can request that the Ministry calculate the indicative level of Crown funding you would receive for you to input into the spreadsheet. If you would like us to do this, you will need to email your projected roll table (from section 7.1 of application form) to PartnershipSchoolsApps@education.govt.nz by 21 April 2017. We strongly recommend that you do this.

Additionally, we strongly recommend that you ask an Accountant to check your spreadsheets before they are submitted. Note: We are unable to accommodate significant rework due to errors in financial submissions in our timeline.

If your financial forecast includes revenues (other than those provided for under the Partnership School Contract) we will require specific evidence to support this (eg letters of commitment).

12.3.1 Clearly outline all assumptions you have made in your financial submission.

Response:

N/A

12.3.2 Clearly articulate how you would manage your budget if you achieved lower than anticipated numbers and therefore Ministry funding (e.g. 80% of anticipated roll numbers). Outline what cuts you would make to costs and/or where you would source additional revenues to make up any potential shortfall.

Response:



s 9(2)(b)(ii) OIA

13. Acceptance of Draft Agreement

The Ministry's commercial position is reflected in the draft Contract attached as Schedule 1 to this RFP.

If you would not be prepared to enter into the draft Contract in the form attached, you will need to specify the amendments you consider are required to the form of contract and the reasons you are requesting them, proposing an alternative position that would protect the interests of both parties and confirming that all the other clauses in the contract are acceptable.

Applicants should note that the Ministry is currently reviewing the draft Contract, and we expect to release a revised form of draft Contract to each Applicant (or, if shortlisting has already occurred, a clear outline of the proposed changes will be provided to shortlisted Applicants. If this occurs, Applicants or shortlisted Applicants (as applicable) may be asked to update their response to confirm their acceptance of the revised draft Contract or provide their requested amendments in accordance with the paragraph immediately above, and any further instructions given by the Ministry.

The Ministry will, in its absolute discretion, take any amendments proposed by the Respondent into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Proposal (including as updated after the release of the revised draft Contract) and any entirely new provisions that the Minister may introduce after that as forming part of the final Contract can be the subject of contract negotiations. If an Applicant raises new or different issues, at the contract negotiation stage, this may result in contract negotiations with that Applicant being terminated.

Clause number	Preferred change	Reason for preferred change
	Vanguard is well aware of the many amendments currently being reviewed by the Ministry for the next draft contract. At this stage we feel it would be a large task to table every clause that we would seek to be changed. We are happy to wait and see if we are	

	shortlisted and if that is the case work together with the Ministry through the next draft contract.	

14 List of Suggested Appendices

Below is a list of suggested appendices that are referred to in this application form.

Indicate if you have attached the suggested information. If it's not applicable to your submission, then write "NA" in the table.

We request that the Appendices should be attached as one combined PDF attachment. The appendices are in addition to the 100 page limit for this RFP response.

Appendix	Section reference	Attachment suggested	Attached?
A	2.1(s)	Confirm whether any support (e.g. written assurance) has been obtained from the shareholders, members or beneficiaries (as applicable) to show that they support this Application [Note: include any evidence as an attachment to this Application]	Yes
B	3.1(m)	Confirm whether any support (e.g. written assurance) has been obtained from the shareholders, members or beneficiaries (as applicable) to show that they support this Application [Note: include any evidence as an attachment to this Application]	N/A
C	3.6	Latest audited accounts Latest annual report	Yes Yes
D	7.4	Provide evidence that your cohort of students will choose to enrol in your proposed school Attach evidence to support this. For example, surveys you have undertaken letters of support from local parent groups, iwi or others	Yes
E	8.1.2	If you plan to develop your own curriculum.....attach your curriculum handbook (if you have one)	N/A
F	9.5	If resources are being donated or funded, please provide evidence to support this occurring	N/A
G	10.2	If you have already developed community partnerships, please attach evidence of this (eg letters of support from parent groups, community groups, iwi, etc supporting the establishment and operations of your proposed school in the area).	Yes
H	11.2.2	Provide written evidence of that property arrangement (e.g. a copy of the certificate of title or written evidence from the owner of any leasehold agreement)	N/A

Appendix	Section reference	Attachment suggested	Attached?
I	12.2 + 12.3	As per 2.8.3 of your EOI response, provide evidence of (additional financial and resource support) (eg letters from non-government funders/supporters detailing the level of support they will provide to the proposed school and when it would be provided).	
Other (specify)			
Other (specify)			

15 Applicant Declaration

Each Applicant is required to complete the following declaration. For joint or consortium applications each party must complete a separate declaration.

Topic	Requirement	Applicant's declaration
Application submitted on behalf of a Sponsor to be formed	If this application has been submitted by the Applicant on behalf of a Sponsor, the Applicant acknowledges and agrees that all statements and commitments made in this application, including the warranties given in this section, will be capable of being given (in some form) by the Sponsor still to be established	agree
RFP response:	The Applicant has prepared this application independently to operate a partnership school.	agree
RFP terms:	The Applicant has read and fully understands this RFP, and the RFP terms in part two of the Requirements and Rules of this RFP, and agrees to be bound by them.	agree
Collection of further information:	<p>The Applicant authorises the evaluators:</p> <ul style="list-style-type: none"> to collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client, and to use such information in the evaluation of the Applicant's application. 	agree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFP.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the</p>	agree

	<p>deliverables in the operation of a partnership school and will be available to operate their partnership school throughout the proposed contract period.</p>	
<p>Proposed Contract:</p>	<p>The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the draft contract attached as Schedule 1 or has completed the table of proposed contract derogations in the form set out in the table at section 13 of this response form. If successful, the Applicant agrees to sign a contract based on the draft Contract or, if the Applicant has identified any proposed contract derogations, the Applicant agrees to sign a contract based on the draft Contract subject to negotiating those clauses identified in section 13 of this response.</p> <p>If a revised form of draft Contract is released to the Applicant during the RFP process, and the Applicant has updated their response to confirm their acceptance of the revised form of draft Contract or to request further amendments in accordance with section 13 above, the Applicant, if successful, agrees to sign a contract based on the revised form of draft Contract, or to sign a contract based on the revised form of draft Contract subject to negotiating any requested further amendments identified in its updated response.</p>	<p>agree to negotiate on the next draft agreement.</p>
<p>Conflict of interest:</p>	<p>The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this application, or entering into a contract to operate a partnership school. Where a conflict of interest arises during the RFP process the Applicant will report it immediately to the Contact Person.</p>	<p>agree</p>
<p>Ethics:</p>	<p>The Applicant warrants that in submitting this application it has not:</p> <ul style="list-style-type: none"> entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor 	<p>agree</p>

	<ul style="list-style-type: none"> • directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFP (except where allowed for during the clarification period). • attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. 	
Offer validity period:	The Applicant confirms that this application remains open for acceptance for a period of one year from the closing date.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> • has provided complete and accurate information in all parts of the application, in all material respects • has secured all appropriate authorisations to submit this application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister, the falsification of information, supplying misleading information or the suppression of material information in relation to this RFP will be grounds for termination of the contract.</p>	agree

DECLARATION

- This application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.
- This representative declares that the particulars provided above and in the attached application documents are accurate, true and correct.

Signature:

Full name:

Nick Hyde

Title / position:

CEO

Date:

1 May 2017