

Upper Valley Education Trust

Clarification Questions

Question 1

Students currently attending this school are fee paying. If it becomes a PSKH, is it envisaged that current students would remain on the role if they want to, but would cease paying fees?

Yes, we could not run an inequitable system.

For most of our families this would be very helpful, it is a struggle for them to pay the fees and they/their whānau have made the sacrifice because the student was failing in a traditional school. About a quarter of our students are the only one from their family who will come to the school, the others are not so needy and the family cannot afford to send more than one of their children to UVMS.

Note: We have only 10 students on the current role who we would anticipate attending the school next year.

Question 2

The management structure on p.31 shows 3 separate managers reporting directly to the Board. Will any one of these managers have overall control?

The Academic Manager will have the ultimate voice but not overall control.

This a deliberately flattened hierarchy to reflect the values of the school. The Community Liaison, Business and Academic Managers each have an important responsibility line, and we do not want to lessen the importance of each role. The Academic Manager, as the person with primary responsibility for the progress of students and their pastoral care, will have the greatest responsibility and the ultimate voice but it is recognised that school and student success is very dependent on the Business and Community Liaison Managers.

Question 3

How will the independent body set up to oversee and audit enrolments be chosen, who will it report to, and where does it fit in the management/governance structure shown on p.31?

The independent enrolment body will be appointed from the local community, from trusted community leaders within the Hutt Valley (particularly Upper Hutt and northern Lower Hutt). For our part our only concern is that the members of this independent body are wise, neutral and trustworthy. We are happy to take advice from the Ministry as to how these people could best be selected.

The members will be independent of the school and will report directly to the Trust Board as external providers of a service to the school. This body would exist from outside the management/governance structure of the school.

Question 4

Please confirm what you believe to be the value you are going to add to the existing school network

The following, in no particular order, outlines the value-added by UVMS:

- 1) Age-group: The provision of a middle school, focusing on these developmentally challenging years to best prepare students, academically and in terms of character, for the senior secondary years. Previous habits of failure can be remedied at this age.
- 2) Support: In a highly supportive environment (low student to teacher ratios; a small school; teaching staff focused on the student) we identify gaps to learning and mentor students so they

are well prepared for full and effective participation in their future academic, cultural, sporting, social and working lives.

- 3) Curriculum: High expectations and an integrated and adaptable curriculum able to be tailored to individual students ensures all students are engaged, extended and well prepared to become independent lifelong learners.
- 4) Culture: The internal culture of the school, as well as our community service and the speakers we invite, imparts to students the importance of values, the fact that everyone is valued, and that everyone has a contribution to make. We work closely with parents and whānau to raise ethical and respectful citizens. (A parent told me today that, even though the family has had to take on extra work to pay for their son's UVMS schooling, they will not send him anywhere else because we are the first school which is seriously trying to change habits of bad behaviour and they are finally seeing progress in learning.)