





Education Report: Proposal to establish Te Kōpuku High as a designated character school in Hamilton

To:	Hon Chris Hipkins, Minister of Education		
Date:	29 June 2018	Priority:	High
Security Level:	In Confidence	METIS No:	1128938
Drafter:	Philippa Pidd	DDI:	
Key Contact:	Katrina Casey	DDI:	
Messaging seen by Communications team:	Yes		S9(2)(a) OIA

Purpose of Report

The purpose of this report is to provide advice to inform your decision on whether to:

Establish Te Kōpuku High as a Year 7-13 co-educational state secondary school under section 146 of the Education Act 1989, and designate it under sections 156(1) and 156AA as a designated character school, if you are satisfied it meets the requirements of section 156(4) of the Education Act 1989 (the Act).

Summary

1. This report recommends that you establish Te Kōpuku High, (the school) as a state secondary school under section 146 of the Education Act 1989 (the Act), and designate it as a designated character school under sections 156 and 156AA of the Act. The proposed school would be located in Hamilton.

The proposed school

2. The proposal to establish the designated character school has come from the Kia Ata Mai Educational Trust, the current Sponsor of the partnership school | kura hourua (charter school) Te Kōpuku High, which opened in 2017. The applicant proposes that the school will enrol Year 7-11 students in 2019, expanding to Years 7-13 by 2021.
3. The applicant has requested a staggered maximum roll to enable it to grow the school alongside the implementation of Years 12 and 13. The applicant has requested an initial maximum roll of 212 students from Year 7-11 for the school for 2019, growing to a maximum roll of 312 students from Year 7-13 by 2021.

4. We propose an initial maximum roll of 212 students [REDACTED] We do not propose to limit the Year levels that may be enrolled within the maximum roll. Rather, we prefer to leave it to the Board to manage this and grow the school year by year as proposed. If the school subsequently expands or changes its premises to accommodate more students, the Board can apply to expand its roll.

Designated character

5. Section 156(4) of the Act details the requirements for the establishment of a designated character school as:
- a. the designated character school will have a character that is in some specific way or ways different from the character of ordinary state schools
 - b. it is desirable for students (whose parents want them to do so) to get such an education
 - c. students at the school will get an education of a kind that differs significantly from the education they would get at an ordinary state school.
6. The designated character of the proposed school is described as built around Te Nīkau – designed to develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable futures for themselves, their communities and the world. The approach to education at Te Kōpuku is bi-curricular, building on both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. The curriculum will be taught in English and te reo Māori within a bilingual programme.
7. The proposed curriculum is built around four major learning themes or pou: wai (water), whenua (land), kai (sustenance) and hau (air). The health and sustainability of these resources will be explored via a STEAM approach, where Science, Technology, Engineering, the Arts and Mathematics, are used as tools for engaging learners in inquiry, discussion and critical thinking.
8. The character and vision of the proposed school is such that students will get education of a kind that differs significantly from the education they would receive at an ordinary state school. There are no schools in the area with a similar character, there is demand for this provision, and we consider that the character is compatible with *The New Zealand Curriculum*.
9. We consider that the applicant has articulated a sound approach to curriculum design and teaching and learning practice.
10. We consider that the application fits with the context of section 145AAA and the requirements of section 156(4) of the Act. Annex 4 provides an assessment of the application. The consultation process required by section 157 has been completed and therefore this application is ready for your consideration.
11. The Ministry supports the application.

Consultation on the application

12. We consulted 34 schools whose rolls might be affected by the establishment of the proposed school. Sector groups and local iwi groups were also consulted.

13. Two submissions were received from schools raising concerns about the school drawing from student rolls in Years 7, 8 and 9, and the shortage of Māori medium teachers. Waikato Tainui responded on behalf of itself and Ngāti Mahanga in support of the application. NZEI Te Riu Roa did not oppose the application, but noted concerns about the impact on other local Māori medium schools, the school's proposed designated character and the length of the consultation period. Refer to Annex 7 for the submissions.
14. The applicant has provided letters of support from a number of members of its community. It has also considered the feedback provided from the two schools that have commented and from NZEI, and provided further comment in response to the concerns raised.

Property requirements

S9(2)(j) OIA

15.

16.

17.

Establishment Board of Trustees

18. The Establishment Board of Trustees (EBOT) comprises the principal when appointed, and at your discretion, either five people elected by parents of students who will be enrolled at the school, or five people appointed by you. It is important to have an EBOT in place as soon as possible so that the board can prepare the schools for opening. We recommend that you appoint the five people nominated by the applicant to become members of the EBOT and sign the attached letters to do so.
19. A governance facilitator will also be appointed to support the EBOT.

Risks and Mitigations

20. We consider that the risks (and mitigations) of approving this proposal are as follows:

- a. The proposed EBOT includes members of the Te Kōpuku High Board which governs the current charter school, who have been recommended due to their skills and familiarity with the school's particular character. The EBOT members might need to adjust to the role of being the Board of a state school. To mitigate this the governance facilitator will assist the EBOT to function as a Board of Trustees during the school's establishment phase.
- b. There is also a risk that the members of the EBOT might be unable to manage the workload of governing the charter school and establishing the new school. The EBOT can co-opt up to four additional members to assist with the establishment process.
- c. The EBOT members might find it challenging to delineate between their roles on the current Te Kōpuku High Board and the EBOT. To manage this, recommended members have been advised that both boards have distinct roles and responsibilities. The governance facilitator will also assist the EBOT to maintain its focus on the work of the establishment of the designated character school. S9(2)(j) OIA, 9(2)(f)(iv) OIA

d.

e.

Estimated funding requirements

21. The proposed school would be entitled to an establishment grant of \$1,716,896 based on the notional roll of 212¹. If you decide to establish the proposed school, the estimated annual operational costs to the Crown (staffing, operational funding and lease for a roll of 212) is [REDACTED] S9(2)(j) OIA

¹ The notional roll is an estimated future roll used to provide a minimum level of funding and staffing entitlements during the establishment period of a new school.

Estimated Operational costs – based on a roll of 212

Item	Estimated amount
Operational funding – annual payment	\$645,844
Staffing – 15.37 FTEs – annual payment	\$1,341,580
Lease costs – annual payment	S9(2)(j) OIA
Estimated Operational Funding per annum:	
Establishment funding – one off payment	\$631,101
Establishment staffing* – cost of teacher salaries (6 months)	\$420,360
Furniture and Equipment funding – one off payment	\$602,435
Transition Funding (paying teaching staff above scale)	\$63,000
Establishment Costs:	\$1,716,896

Note: Figures exclude GST.

* Prior to the school opening, the establishment board can appoint a principal and senior teachers.

22. One off capital expenditure to bring the current site up to Ministry standards for state schools is estimated to be S9(2)(j) OIA

Ministry recommendation

23. We consider that the requirements of sections 146, 156 and 156AA of the Act have been met and recommend that Te Kōpuku High be established as a designated character state school. The school will have a character that is different to that of ordinary state schools, there are parents who want that character and it is desirable for students to access such character. Through this different character the students will get an education of a kind that differs significantly from the education they would get at an ordinary state school.
24. If you decide to establish the school as a designated character school, you are asked to sign the attached letter to the applicant, Gazette notices, letters to the EBOT appointees and the local MPs. We will meet with the applicant and provide them with the attached letter and a copy of this report. A draft media statement covering all applications will be provided at the end of this process.
25. You have the absolute discretion under section 156(3) to decline this application and not establish this designated character school.
26. If you decide to decline this proposal, you are asked to sign the decline letters and we will provide a new media statement that reflects that decision.

Recommended Actions

The Ministry of Education recommends you:

- a. **approve** the proposal to establish Te Kōpuku High as a Year 7-13 designated character secondary school under sections 146, 156 and 156AA of the Education Act 1989;

Approve / Decline

- b. **note** that as part of establishing Te Kōpuku High the Secretary for Education proposes a maximum roll of 212 students;

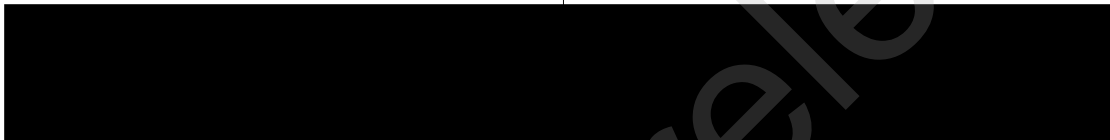
Noted

- c. **note** that the school will be established on a leased site for at least the medium term;

9(2)(f)(iv) OIA

Noted

d.



Noted

e.



S9(2)(j) OIA

Noted

- f. **agree** that this Education Report is proactively released once final decisions have been made on all applications from the sponsors of charter schools. When the report is released, any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982;

Agree / Disagree

If you approve the proposal, the Ministry of Education recommends you:

- g. **sign** the attached establishment Gazette notice, letters to the applicant and letter to local Members of Parliament. You are asked to return the letter for the applicant to the Ministry to be delivered by Ministry staff;
- h. **appoint** the five people named in this report to form the establishment board of trustees, under section 98(1)(a) of the Education Act 1989;

Agree / Disagree

- i. **sign** the attached letters of appointment and return them to the Ministry to be delivered by Ministry staff;

- j. **note** that a draft media release will be developed that will cover all applications from former charter schools;

Noted

If you decline the proposal, the Ministry of Education recommends you:

- k. **sign** the attached decline letters to the applicant and local MPs and return them to the Ministry to be delivered by Ministry staff.



Katrina Casey
Deputy Secretary
Sector Enablement and Support



Hon Chris Hipkins
Minister of Education

14/7/18

Proposal for Establishment as a Designated Character School

The proposed school

1. We have received an application from the Kia Ata Mai Educational Trust (the current sponsor of the charter school Te Kōpuku High) for the establishment of a designated character state school, also to be known as Te Kōpuku High (the school).
2. The proposal is that the school is established as a Year 7-13 secondary school and initially offers Year 7–11, growing to offer Year 7–13 education by 2021. The school will be located in Hamilton. The proposal is attached as Annex 6.
3. Section 145AAA of the Act states that the purpose of Part 12 of the Act (which is focused on changes to the schooling network, including the establishment of schools) is to:
 - a. enable the provision of a schooling network that assists parents to meet their obligations to enrol their children at school; and
 - b. assist the efficient and effective use of the government's investment in schooling; and
 - c. recognise the role of diversity in the provision of schooling, including the provision of Māori medium education.
4. Under sections 156 and 156AA of the Education Act 1989 (the Act), you have the ability, when establishing a state school under section 146 of the Act, to designate the school as a designated character school. This ability is in your absolute discretion. To establish a new designated character school you must be satisfied that it meets the requirements in section 156(4) of the Act. The three key requirements are:
 - a. the designated character school will have a character that is in some specific way or ways different from the character of ordinary state schools
 - b. it is desirable for students (whose parents want them to do so) to get such an education
 - c. students at the school will get an education of a kind that differs significantly from the education they would get at an ordinary state school.
5. In 2001, the Cabinet Education and Health Committee issued guidelines for the establishment of state integrated and designated character schools (EHC Min (01) 7/5 refers). The purpose of these was to make Government intentions in establishing these types of schools more transparent to applicants. The guidelines cover expected school size, and impact on the schooling network. However, the Minister may still establish a school if it does not meet these guidelines. We have assessed the applicant's proposal against these guidelines, attached in Annex 4.

Designated character

6. We consider that the school's proposed designated character is in specific ways different from the character of an ordinary state school. In particular this is through the use of the Te Nīkau framework and application of a bi-curricula approach to teaching and learning.

7. The designated character for the proposed school includes an approach to teaching and learning that differs from that of ordinary state schools. This sponsor has provided the following description:

Te Kōpuku High is founded on the concept of the student as Te Nīkau. Te Kōpuku is the crown shaft of Te Nīkau and represents the community of care and culture, and of the highest expectations for success; that will envelop the student.

Te Kōpuku High uses a localised curriculum approach that is aligned with The New Zealand Curriculum and Te Marautanga o Aotearoa, to provide project-based education for Year 7-13+ students.

Te Kōpuku High offers a Level 2, immersion-bilingual kaupapa Māori programme. Its emphasis is on literacy/te reo matatini that is contextualised through Science, Technology, Engineering, the Arts and Mathematics.

8. The vision of the proposed school to develop a generation of students with the self-belief that they are capable of designing innovative, sustainable futures for themselves, their communities and the world.
9. The Te Nīkau framework was developed by a trustee of Kia Ata Mai Educational Trust. The nīkau palm serves as a metaphor for the ākonga or student and takes a strengths-based approach to learning. The applicant notes that "*nīkau is the only palm indigenous to Aotearoa and represents the uniqueness, distinctiveness and indigeneity of the ākonga student. It also represents the importance of culture, te reo Māori and identity*".

Educational considerations

10. We consider that the applicant has articulated a sound approach to curriculum design and teaching and learning practice, and that:
- it is desirable for students (whose parents want them to do so) to get an education in line with this designated character and curriculum design approach
 - students at the school will get an education of a kind that differs significantly from the education they would get at an ordinary state school.
11. We have used ERO's indicators from two domains to guide our review of *The New Zealand Curriculum* aspects of the proposed new school:
- Domain 3: Educationally powerful connections and relationships
 - Domain 4: Responsive curriculum, effective teaching and opportunity to learn.
- These evidence based indicators focus on the things that matter most in improving student outcomes in schools.
12. Te Kōpuku High's localised curriculum approach blends *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. The Te Nīkau Framework makes clear links to key competencies in *The New Zealand Curriculum* and Ngā Mātāpono Whānui in *Te Marautanga o Aotearoa*.

13. Students are encouraged to achieve their full potential, experience academic success and live confidently and proudly as Māori. The proposal identifies that emphasis will be placed on supporting the student to understand 'their place in the world' - and the positive contributions the individual can make locally, nationally and globally for collective wellbeing for a sustainable future.
14. The proposal outlines the importance of whānau participation in teaching and learning programmes including language and customs of whānau, hapū and iwi. These will be incorporated through the design of personalised learning programmes with each student and their whānau. Technology and digital learning will be used to enable and support learning.
15. The proposed curriculum is built around four major learning themes or pou: wai (water), whenua (land), kai (sustenance) and hau (air). The health and sustainability of these resources will be explored via a STEAM approach, where Science, Technology, Engineering, the Arts and Mathematics are used as tools for engaging learners in inquiry, discussion and critical thinking.
16. The Te Nīkau Curriculum Framework outlines approaches and expectations for progress and achievement, and provides confidence that students in Years 7–13 are able to learn, progress and achieve across the breadth of *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*.
17. The proposal outlines an integrated approach to assessment and how assessment for learning will inform decisions for teaching and learning programmes tailored to the individual student, and next steps for teaching and learning programmes. The main school-based qualification for students in Years 11 – 13 will be NCEA, with a focus on University Entrance for students wanting to follow an academic pathway. This provides confidence students will be able to access further study.

Projected rolls

18. We consider that the roll projections demonstrate a parental desire for this model of schooling and that the proposed designated character would provide choice for families who want to access education of this type.
19. The March rolls at the charter school Te Kōpuku High (which provides a similar type of education) in the table below demonstrate parental support for this type of schooling provision.

	2017	2018
Rolls 1 March	110	163

20. The applicant has provided the following roll projections for the proposed school. These projections are based on the assumption that each year group will follow through into the next school year.

	2019	2020	2021
Projected roll	212	262	312

21. The number of students attending the charter school has steadily increased.

Impact on the schooling network

22. Hamilton (and its surrounds) is an area of general population growth – including a corresponding increase in Māori students – and some schools in the area are experiencing roll pressure. This means that, should the application be approved, the impact on any one school is likely to be minimal and offset, over time, by school aged population growth.
23. It is likely that the proposed school will enrol students that are currently attending the charter school and will attract students that want to seek a mātauranga Māori, bi-curricular, bilingual / immersion education.

Māori medium provision

24. Hamilton and its surrounds have a higher than average proportion of Māori students, with 28% of students in schools in July 2017 identifying as Māori. In the Hamilton area, there are two Level 1 and 2 Māori medium education options providing secondary education: Ngā Taiātea Wharekura, with Level 1 and 2 immersion programmes (though few students take up Level 2 immersion), and Tai Wānanga Ruakura, which offers Level 2 immersion. One further school in Huntly (30km to the north of Hamilton) – Te Wharekura o Rakaumangamanga – is a kura kaupapa Māori composite wharekura which teaches in a Māori medium Level 2 setting.
25. The schools above are at or near capacity. Within the network there is room and potential demand for an additional school catering for students within a bilingual / immersion setting.

Maximum roll

26. Under section 156(8) of the Act, the Secretary for Education must set a maximum roll for a designated character school, and the school's Board of Trustees must ensure the number of students enrolled at the school does not exceed the maximum roll.
27. The applicant has requested a staggered maximum roll to enable it to grow the school alongside the implementation of Years 12 and 13. The applicant has requested an initial maximum roll of 212 students from Year 7–11 for the school for 2019, growing to a maximum roll of 312 students from Year 7–13 by 2021.
28. The above roll projections for the proposed school suggest significant capacity for growth, particularly when Te Kōpuku expands to offer Year 12–13 schooling. The school expects to grow by 50 students per year, and anticipates meeting its maximum roll by 2021.
29. We propose an initial maximum roll of 212 students [REDACTED] We do not propose to limit the Year levels that may be enrolled within the maximum roll. Rather, we prefer to leave it to the Board to manage this and grow the school year by year as proposed. The school board can apply for an increase to its maximum roll of 312 should additional capacity be provided.

S9(2)(j) OIA

Proposed Location and Property

S9(2)(j) OIA

30.

31.

32.

33.

34.

35.

36.

37.

38.

² There are currently 163 students on site.

School Transport

39. The Ministry may have to provide transport assistance to students attending the school, but this is not likely to be significant.

Financial Implications (operations)

40. If you decide to establish the proposed school, the following table shows the estimated costs to the Crown, based on the notional roll for the school as shown. It is usual practice to fund a new school on a notional roll in order to give the EBOT some certainty of funding in its establishment period. If the actual roll exceeds the notional roll, the school will be resourced on its actual roll; if the actual roll is lower than the notional roll, the school will be resourced on its notional roll. In this instance, we are proposing that the Secretary for Education considers a notional roll of 212.

Summary of costs

41. A summary of estimated costs is provided in the following table.
42. The proposed school would be entitled to an establishment grant of \$1,716,896 based on the notional roll of 212. If you decide to establish the proposed school, the estimated annual operational costs to the Crown (staffing, operational funding and lease for a roll of 212) is [REDACTED] S9(2)(j) OIA

Estimated Operational costs – based on a roll of 212

Item	Estimated amount
Operational funding – annual payment	\$645,844
Staffing – 15.37 FTTEs – annual payment	\$1,341,580
Lease costs – annual payment	[REDACTED] S9(2)(j) OIA
Estimated Operational Funding per annum:	[REDACTED]
Establishment funding – one off payment	\$631,101
Establishment staffing* – cost of teacher salaries (6 months)	\$420,360
Furniture and Equipment funding – one off payment	\$602,435
Transition Funding (paying teaching staff above scale)	\$63,000
Establishment Costs:	\$1,716,896

Note: Figures exclude GST.

* Prior to the school opening, the establishment board can appoint a principal and senior teachers.

43. One-off capital expenditure to bring the current site up to Ministry standards for state schools could be up to [REDACTED] S9(2)(j) OIA

Governance

44. If you agree to establish the proposed school, it will initially be governed by an EBOT. It is important to have an EBOT in place as soon as possible after establishment so that it can prepare the school for opening.
45. Under the Act, you can form the EBOT either by appointing five members or by asking the parents of students likely to be enrolled at the school in the year it opens to elect five members. We recommend that you appoint five members to the EBOT.
46. The Ministry recommends that you appoint the following five individuals to the EBOT, all of whom were nominated by Kia Ata Mai:
 - a. Cath Rau (Chair Kia Ata Mai Trust, principal of Te Kōpuku High since 2017)
 - b. Robyn Hata-Gage
 - c. Sharyn Harawira
 - d. Pura Waters
 - e. Hemi Rau.
47. Information about each of the recommended EBOT members is attached as Annex 8. Of the proposed nominations all are members of the current Te Kōpuku High Board, which provides governance support to the charter school. Four of the proposed nominees are members of the Kia Ata Mai Educational Trust. We consider that with support, these members have the ability to get the school ready to open by Term 1, 2019.
48. We are aware that one of the recommended EBOT members, Cath Rau, will likely apply to become Principal of the proposed school. If this were to occur, then Ms Rau and the rest of the EBOT will need to ensure that she were not part of the EBOT's appointment process. Should Cath Rau be appointed she would take up her role on the board as principal. A further nomination would be sought for approval for appointment to the EBOT. The governance facilitator will work with the EBOT so that members are aware of this potential conflict of interest and the process of appointing a principal is transparent.
49. The members have been advised that should the school be established, and should they be appointed to the EBOT, their role on the current Te Kōpuku High Board and on the EBOT are to be separate, with the two entities having separate roles, responsibilities, and meetings.
50. There is a risk that the trustees may struggle to manage the workload of simultaneously running the current charter school and establishing the new school in 2018. To manage this the EBOT can co-opt up to four additional members to support them in their functions.
51. In addition, to support the EBOT to have the school open by 2019, and to assist with the risk identified above, we will appoint a governance facilitator. One of the governance facilitator's main roles will be to assist the EBOT in understanding its roles and responsibilities in governing a state school.

Alternative constitution

52. The application includes a proposal that an alternative constitution is put in place. We have accommodated this request by specifying in the establishment Gazette Notice that the school will have an alternative constitution for its substantive board once it transitions out of its EBOT phase.
53. When the school is ready to transition out of the establishment phase, we will work with the EBOT to develop the alternative constitution under section 98A of the Education Act 1989. This will be submitted to you for consideration and approval.

Employment relations

54. An essential initial task for the EBOT will be the appointment of the principal. It is anticipated that the principal will take up his/her position as soon as possible after appointment so that he/she can participate in planning the framework and processes for the state school.
55. The EBOT will appoint staff to positions at the proposed school. The EBOT must ensure that appointments are made in compliance with the State Sector Act 1988 (including appointment on merit, equal employment opportunities and being a good employer) and the terms and conditions of appointments within the education collective agreements that are applicable to the proposed school.
56. The governance facilitator and New Zealand School Trustees Association (NZSTA) will be able to assist the EBOT in this matter.


Consultation

57. Section 157 of the Act requires you to consult the boards of trustees of all state schools whose rolls might be affected before deciding whether to establish a new designated character school.
58. We have undertaken this consultation on your behalf and consulted 34 schools across the primary, intermediate and secondary sector in Hamilton and its surrounds. Responses about the proposal were received from two schools. One did not object to the proposal, but did not support Te Kōpuku High enrolling Year 7 and 8 as this would affect its roll. Another acknowledged the commitment and support that Te Kōpuku gave its students. Both raised concerns about the school drawing from student rolls in Years 7 and 8, and Year 9 respectively. One of these schools also raised concerns that establishing the school would exacerbate a shortage of Māori medium teachers. One other primary school asked for information about the process, but did not comment on the application per se. A summary and copies of responses are provided in Annex 7.
59. We also consulted with sector groups and local iwi representative bodies. Waikato Tainui provided a response on behalf of itself and Ngāti Maahanga, supporting the application. NZEI Te Riu Roa expressed concern about pressure on the rolls of other Māori medium schools in the area, and about the extent to which the school's designated character would be unique from state schools in the area, and sought an extension of consultation with local Māori medium schools. NZEI did not oppose the application, however.

Applicant response

60. We provided the feedback to the applicant so that they could respond if they wanted to. A response was received on 16 June 2018. This responded to each of the issues raised. It is attached as part of Annex 7.

Risks and Mitigations

61. In analysing the application the following risks have been identified:
- a. The proposed EBOT is composed of members of the current charter school board, and they might not transition to operate as a Board of Trustees.
 - b. These members have been recommended for appointment due to the skill set that they offer and their knowledge of the designated character. To mitigate risk, they have been advised that their activities on behalf of both entities need to remain separate and we have stressed that the charter school board and the EBOT have different roles and responsibilities. It is considered that the appointment of a governance facilitator will also assist with managing this risk.
 - c. The proposed EBOT members might not have the capacity to govern the charter school and undertake the work required to have the school ready to open for 2019. There is the potential that trustees may find themselves stretched.
 - d. The EBOT is able to co-opt up to four other members to support it in its work. The Ministry will recommend to the governance facilitator and the EBOT that they should consider co-opting other trustees.
 - e. 
 - f.

S9(2)(j) OIA

Conclusion

62. We consider that the requirements of the legislation have been met and recommend that Te Kōpuku High be established as a designated character school under sections 146, 156 and 156AA of the Education Act 1989.

Next Steps

63. You are asked to appoint the EBOT (refer to detail of the candidates in Annex 8 and appointment letters attached as Annex 3).
64. If you approve establishment, a governance facilitator will be appointed to support the EBOT as it works to ready the school to open in 2019.
65. If you approve this application, you are asked to sign the attached letters and New Zealand Gazette notice.

66. If you decide to decline this application the Ministry will:
- a. work with the Sponsor to manage the closure of the charter school
 - b. support families and students to enrol in other schools and to transition to their next school
 - c. work with the schools who receive students from the charter school so that they are well placed to respond to their needs.

Proactive Release of this Report

67. It is intended that this Education Report be proactively released once final decisions have been made on all applications from the sponsors of charter schools. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- | | |
|-----------|--|
| Annex 1A: | Letters to Applicant and Local MPs (Approve) |
| Annex 1B: | Letters to Applicant and Local MPs (Decline) |
| Annex 2: | Gazette Notice |
| Annex 3 | Letters to the Establishment Board of Trustees |
| Annex 4: | Ministry's Assessment of the Application |
| Annex 5: | Maps |
| Annex 6: | Copy of the Application |
| Annex 7: | Consultation feedback |
| Annex 8: | Establishment Board of Trustees |