The focus of the application is to be able to increase the role of the school and its ability to serve lower socio-economic groups by not charging fees.

### Springbank School

**Location:**

Springbank School is an existing Independent school in Notland.

**Quantifiable Goals:**

The school goals are clearly described and include quantifiable and measurable criteria.

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<table>
<thead>
<tr>
<th>Approaches</th>
<th>Not Provided</th>
<th>Below</th>
<th>Meets</th>
</tr>
</thead>
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**Strengths**

- The driving force behind all other components of the IO.
- Express clear guiding principles, and
- Are likely to produce high-quality outcomes.

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**Purpose and Goals**

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**Statement of Purpose and Goals**

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New Zealand Curriculum

Initial explanation of how the proposed curriculum aligns with the
Should you proceed to full application you would need to provide a
The school's current curriculum and approach is clearly described.

<table>
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</tr>
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</table>

- The strategies described in the learning, teaching and curriculum overview will
- The audience described in the learning, teaching and curriculum overview will
- There is a coherent explanation of why the proposed model will meet the needs of
- There is a coherent explanation of why the proposed curriculum aligns with one of these documents and there is clear reasoning
- If the NCEA / TIMAs are not the core documents, there is a clear description of how the
- The school's statement of purpose and goals.
- The learning, teaching and curriculum overview is clearly presented and strongly

Receivers will be looking for an overview which demonstrates the following qualities:

Learning Environment, Teaching and Curriculum

<table>
<thead>
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</table>

- Education needs.
- A clearer focus on the needs of Māori and students with special
- A clearer focus on the needs of Māori and students with special
- A clearer focus on the needs of Māori and students with special
- A clearer focus on the needs of Māori and students with special

Proposed Student Population and Educational Need

- Special education needs.
- Māori, Pacifica, learners from low socio-economic backgrounds and learners with
- A clearer focus on the school's proposed student population.
- A clearer focus on the school's proposed student population.
- A clearer focus on the school's proposed student population.
<table>
<thead>
<tr>
<th>Criteria not met / Information not provided</th>
<th>Strengths</th>
<th>Approaches</th>
<th>Leadership and Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The governance board / leadership team is very small.</td>
<td>The personnel listed on the proposed governance board / leadership team appear to bring a range of expertise and experience.</td>
<td>Provides evidence of an understanding of the differentiation between governance and management. Establishing and operation of a successful school. Evidence of readiness to engage with the proposed community. Including some genuine community engagement and actionable support.</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Strengths</th>
<th>Approaches</th>
<th>Operational Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of readiness to engage with the proposed community. Including some genuine community engagement and actionable support.</td>
<td>If you explain your role and include more mean students and parents, families to have an impact. How you communicate with parents, families. Students from lower socio-economic backgrounds do you exceed? If you decide to proceed to full application what will your strategy be for informing and consulting your community.</td>
<td>If you explain your role and include more mean students and parents, families to have an impact. How you communicate with parents, families. Students from lower socio-economic backgrounds do you exceed? If you decide to proceed to full application what will your strategy be for informing and consulting your community.</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Strengths</th>
<th>Approaches</th>
<th>Community and External Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposed school population is based on evidence that your choice of location and proposed student population is based on.</td>
<td>Provided evidence of understanding of ways to engage with the proposed community. Including. Some genuine community engagement and actionable support.</td>
<td>Steps that have been taken to secure support from the wider community (can be very broad).</td>
<td>Meets</td>
</tr>
<tr>
<td>As the school rolls how will new facilities be funded?</td>
<td>Provided information not Criteria met / not met / not met.</td>
<td></td>
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<td>--------------------------------------------------------</td>
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<td></td>
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<tr>
<td>The school has existing facilities and room for expansion.</td>
<td>Supports the statement of purpose. The submission provides a logical roll development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Provided</td>
<td>Below</td>
<td>Approaches</td>
<td>Meets</td>
</tr>
</tbody>
</table>

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

Proposed Facilities

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Proposed Enrolement

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Statement of purpose and goals of the school. Reviewers will be looking for a staffing chart that clearly identifies roles that will support the
|啟動預期初級 |Approaches |提供的信息 |Criteria not met / 
Not Provided |Operations 項目 |N/A |
<table>
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<tbody>
<tr>
<td>No</td>
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<td>N/A</td>
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</tbody>
</table>

- 合作夥伴應適當並支持開設目的和目標的陈述。
- 學校具有財務和專業上的獲得。

Reviewers will be looking for evidence that:

**BUSINESS PLANNING**