|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
| Logo & Triangle Banner (A4 Portrait) - Blue.png | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Application form  **Request for maximum roll increase and/or Policy Two funding** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Use for existing state integrated schools only. This form enables the Ministry to gather sufficient information for analysis and recommendation. It must be fully completed by the proprietor, in consultation with the board of trustees.  The proprietor must also review the fact sheet on page 7 (Decision-making criteria for proprietors of state integrated schools) and complete the declaration of compliance form on page 9.  In submitting this form, it is assumed proprietors have read and understood the information on the Ministry’s website: [Policy Two funding for new buildings at integrated schools](https://www.education.govt.nz/school/funding-and-financials/funding/capital-funding-for-integrated-schools/policy-two-funding-for-new-buildings/).  When completed, please either:   * email to nzceooffice@nzceo.org.nz, or * print and send to: Association of Proprietors of Integrated Schools   PO Box 12307  Thorndon  Wellington 6144  **This application form may be printed and scanned or used electronically. To add rows or adjust layout, turn on the ‘view gridlines’ feature in the Table Layout tab.**  **Please complete all sections.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Would the proprietor like to discuss the recommendation with the Ministry before it is formally submitted to the Ministry for processing? | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Yes  No | | | | | | |  | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Is this an application for Policy Two assistance? | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Yes  No | | | | | | |  | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | If the school does not qualify for Policy Two assistance, or there is no Policy Two funding, does the proprietor want to continue with the maximum roll increase application? | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Yes  No | | | | | | |  | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | If there is no Policy Two funding, does the proprietor agree to fund extra classrooms required as a result of an approved application? | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Yes  No | | | | | | |  | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | | | | | |  | |
| **Date of application:** | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1. Contact information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School name | | | | | | | |  | | | | | | | | | | | | | | | | | Profile number | | | | | | |  | | | |  | | |
|  | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Address | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Proprietor’s name | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Proprietor’s agent | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Address | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Phone | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Email | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **2. School information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a** | | Does the school have a statutory intervention in place? | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **b** | | Does the school have an enrolment scheme? | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | | | | | | | | | |  | | |
|  | | (or is it in the process of developing one?) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **c** | | Which ERO review cycle is the school on? | | | | | | | | | | | | | | | | | | | | | 1–2 | | | | |  | | 3 | | |  | 4–5 | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **d** | | Please describe the school’s zone/catchment if known, or attach a map. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | Attachments: | | | | | | | | No | | Yes: | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **3. Current roll information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a** | | Current maximum roll | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **b** | | Current maximum non-preference roll (number or percentage) | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **c** | | Current actual preference roll | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **d** | | Current actual non-preference roll | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **e** | | Current actual roll (excluding foreign fee-paying students) | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **f** | | Does the school have foreign fee-paying students? | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | If yes, how many? | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **4. Proposed roll information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a** | | Proposed maximum roll | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **b** | | Proposed number or percentage of non-preference students | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **c** | | Waiting list details | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | Please attach waiting list details of students excluded by the current maximum roll. Information should include their:   * physical addresses * year level * proposed starting date * ethnicity (if collected – this is very useful for the Ministry’s long term data analysis) * school currently attending – if not new entrants   And whether they are:   * a sibling of a former or current student * preference or non-preference. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | Attachments: | | | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | | | | | |  | | |
|  | |  | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **5. Roll projections for the next three years** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a** | | Projected peak roll (including non-preference but not foreign fee-paying students): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | **Year** | | |  | **Projected peak roll with current maximum** | | | | | | | | | | | | |  | **Projected peak roll with increased maximum** | | | | | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **b** | | What information did you use to derive these projections? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **c** | | Does this roll increase cover: | | | | | | | | | | | | | | | | | | immediate needs  needs over the next two years  needs over the next five years | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **6. Accommodation** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Existing maximum roll** | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **a** | | Existing number of integrated teaching spaces | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **b** | | Existing number of non-integrated teaching spaces | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **c** | | Estimated number of students the school can accommodate | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **d** | | | Are there special accommodation arrangements for foreign fee-paying students? (eg, has separate accommodation been provided for them?) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **With the proposed maximum roll** | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **a** | | Number of additional teaching spaces required | | | | | | | | | | | | | | | | **through Policy Two:** | | | | | |  | | | | | | **by proprietor:** | | | | |  |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **b** | | Estimated number of students the school could accommodate with the proposed classrooms | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **c** | | | Other accommodation required with the proposed roll increase | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **d** | | | Can the school site accommodate the extra building(s)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **e** | | | What is the current infrastructure capacity of the school? (if known) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **f** | | | If the proposed maximum roll exceeds the current infrastructure capacity, does the proprietor have any plans to upgrade this capacity? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **g** | | | Any other comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7. Flow-on effects to neighbouring schools** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a** | | | What schools in the area may be affected by this maximum roll increase?  (include both state and integrated schools) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **b** | | Has there been any initial discussion/consultation with these schools? | | | | | | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **c** | | If yes, note the response so far (you may attach further information if appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | Respondent: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Comments: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Respondent: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Comments: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Respondent: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Comments: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **8. Special character network** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **a** | | | | Is the proprietor in discussions with the local Ministry office about local planning work regarding this schooling network? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **b** | | | | Does the proprietor have a strategic plan for the school/area? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **c** | | | | How does this application relate to the strategic plan? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | |
| **9. Previous applications** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a** | | List all previous maximum roll increase applications in the last five years | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | **Year** | | |  | **Maximum roll requested** | | | | | | | |  | **Approved / Declined** | | | | | |  | | | **Reason / Comment** | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | |  |  | | | | | |  | | |  | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | |  |  | | | | | |  | | |  | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | |  |  | | | | | |  | | |  | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | |  |  | | | | | |  | | |  | | | | | | | | | | | |  | | |
|  | |  | | |  |  | | | | | | | |  |  | | | | | |  | | |  | | | | | | | | | | | |  | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **10. Other information (optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **a** | | | | You may choose to add additional information to support your application (eg, evidence of new industry, residential developments, increased demand for specific schooling, migration etc.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| In signing this, the proprietor is declaring that all the information contained in this form is true and correct. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Signed | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Role | | | | | | | | | (authorised signatory on behalf of proprietor) | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Date | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
|  | |  | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |

C:\Users\Elaine\CLIENTS - Current\Gusto\2015-06 MOE150501\From Client\footer-triangles.png

|  |
| --- |
| **C:\Users\Elaine\CLIENTS - Current\Gusto\2015-06 MOE150501\From Client\illustration-school.pngDecision-making criteria for proprietors of state integrated schools** |

The following criteria needs to be considered before a proprietor decides to apply for a change to a school’s integration agreement.

**Schedule 6, clause 40 of the Education and Training Act 2020**

1. **The ability of the proprietor’s state integrated school or schools to continue to provide the level of education required.**

This relates to student achievement. For secondary schools, the proprietor may consider NCEA or University Entrance data. For a primary school or middle school, proprietors may consider PAT results, Community of Learning achievement data or curriculum level attainment.

* The proprietor of a primary school or middle school, should contact the school and ask for a summary of the PAT results, any Community of Learning achievement data, curriculum level attainment etc. For year 11–13 data please email [education.network@education.govt.nz](mailto:education.network@education.govt.nz).

1. **The average per student cost of the continued operation of the proprietor’s state integrated school or schools relative to the average per student cost for other state schools.**

The average per student cost of small schools make them expensive for the Crown to run. The proprietor needs to take into consideration the cost to the state of the school’s operational grant and other state funding streams when making a decision to apply for a change.

* Email [education.network@education.govt.nz](mailto:education.network@education.govt.nz) for the data needed to consider this aspect of the school’s operation.

1. **The extent to which the proprietor’s state integrated school or schools provide for students whose needs are not met by other state schools.**

* Proprietors should consider the demand for a special character education at the state integrated school and an ongoing demand for enrolments (eg, number of preference students, yearly waiting lists). Also, does the school’s learning needs register show that the school provides for students with identified needs for learning support? This could include ORS students.

1. **The ability of the proprietor to meet any obligations regarding the proprietor’s state integrated school or schools over the next seven years.**

* This refers to the proprietor’s commitment to maintain their integrated land, school buildings, and the special character of the school, as part of their business as usual role. The application should include at least the following:
  + Consideration of the school’s latest C:\Users\Elaine\CLIENTS - Current\Gusto\2015-06 MOE150501\From Client\footer-triangles.pngspecial character review document
  + Ensuring the approved school site plan is up to date
  + A fit for purpose 10 year property plan is in place
  + The proprietor annually submits attendance dues accounts, under schedule 6, clause 33
  + Policy One funding is being used for appropriate purposes
  + The board of trustees has an operational 10 year cyclical maintenance plan.
  + Confirmation that all buildings and chattels of the school are insured
  + Verification that the policy of the insurance extends the benefit of the indemnity to the Minister, where buildings and assets have been partially or wholly paid for by state funding

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Logo & Triangle Banner (A4 Portrait) - Blue.png | | | | | | | |  | |
|  | **Statutory declaration form**  Declaration of proprietor’s compliance | | | | | | | |  |
|  | This form must be submitted to the Ministry any time you apply to make a change to a school’s integration agreement. | | | | | | | |  |
|  | Proprietor’s name | |  | | | | | |  |
|  | If you are completing the form as an authorised signatory on behalf of the proprietor, provide your name and position (ie, trustee, board chair) below. | | | | | | | |  |
|  | Signatory name | |  | | Role |  | | |  |
|  |  | | | | | | | |  |
|  | List the schools owned by this proprietor that are covered by this compliance statement. Attach a list if there are more than three. | | | | | | | |  |
|  |  | | | | | | | |  |
|  |  | | | | | | | |  |
|  |  | | | | | | | |  |
|  |  | | | | | | | |  |
|  |  | | | | | | | |  |
|  |  | | | | | | | |  |
|  | The proprietor has considered the factors laid out in Schedule 6, clause1(a) to (d) of the Education and Training Act 2020 and is confident that: | | | | | | | |  |
|  |  | | | **Signature** | | |  | **Date** |  |
|  |  |  | |  | | |  |  |  |
|  | **1** | The school (and the schools that is owned by this proprietor) currently offer and will continue to offer education of a level required. | |  | | |  |  |  |
|  |  | | | | | | | |  |
|  | **2** | The operational cost of running the school(s) above, and its comparison with the average per student cost for other state schools with the same year levels has been considered. | |  | | |  |  |  |
|  |  | | | | | | | |  |
|  | **3** | The school’s special character is functioning well and there is a demand for enrolments. | |  | | |  |  |  |
|  |  | | | | | | | |  |
|  | **4** | The proprietor’s obligations for the above school(s) over the next seven years will be met. | |  | | |  |  |  |
|  |  | | | | | | | |  |
|  | Please contact APIS (nzceooffice@nzceo.org.nz) or Ministry of Education national office (education.network@education.govt.nz) to discuss particular schools or their situations. | | | | | | | |  |
|  | **Version: Sep 2020** | | | | | | | |  |
|  |  | | | | | | | |  |