

Forming the bigger picture in order to  
inform the EOI process:

A guideline for aspiring sponsors of  
Partnership Schools | Kura Hourua

*E Tipu e Rea*

The support organisation for  
Partnership Schools | Kura Hourua in New Zealand

23 February 2017

[www.etipuerea.org](http://www.etipuerea.org)

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# Agenda for the Session:

## **Welcome and introduction to presenter and organisation**

1. Educational plan
2. Governance
3. Accountability plan
4. Financial plan
5. Facilities
6. Personnel
7. External relations
8. Feasibility and the 'real deal'

Important elements of the EOI	Weighting
<p><b>1. The capability of the Sponsor</b></p> <ul style="list-style-type: none"> <li>• Overview of the Sponsor</li> <li>• Capability to operate a Partnership School</li> <li>• Governance</li> <li>• Financial management capability</li> </ul>	<b>20%</b>
<p><b>2. The Special Character and Key Focus of the School</b></p> <ul style="list-style-type: none"> <li>• Special Character: Distinctive Concept</li> <li>• School Mission Statement</li> <li>• Innovation</li> <li>• Student cohort: demographic information</li> <li>• Meeting Priority Learner / STEM outcomes</li> <li>• Evidence of use of flexibilities of the Partnership School model</li> </ul>	<b>20%</b>
<p><b>3. Educational Programme</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Qualifications</li> <li>• Subject Choices (if Secondary)</li> <li>• Curriculum Development</li> <li>• Future Education and Career Pathways for Students</li> </ul>	<b>20%</b>

Important elements of the EOI	Weighting
<b>4. School Leadership and Teacher Quality</b> <ul style="list-style-type: none"> <li>• School Leader</li> <li>• Recruitment of High Quality Teachers</li> </ul>	<b>15%</b>
<b>5. Achieving enrolments</b> <ul style="list-style-type: none"> <li>• School model that will appeal to the cohort</li> <li>• Enrolment Plan</li> </ul>	<b>10%</b>
<b>6. Sourcing of School Premises and other Major Resources</b> <ul style="list-style-type: none"> <li>• School Premises</li> <li>• Other Major Resources</li> </ul>	<b>5%</b>
<b>7. Partnerships</b> <ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Additional Resources and Funding</li> <li>• Table of educational, business and community supporters</li> </ul>	<b>10%</b>
<b>Total Weighting</b>	<b>100%</b>

# The 'big-ticket' items

In assessing applications (and in broad terms) the Kura Hourua Partnership School (PSKH) board members are looking for assurance that applicants:



Have the capability and experience to establish and operate an effective school from day one



Have the ability and reputation to attract and retain high quality teaching and management staff



Are proposing an educational approach that is well grounded and can be translated into effective learning programmes



Are proposing flexibilities in the application of resources that are likely to promote sustained acceleration of student progress and achievement



Have a well grounded understanding of what it takes to operate reliable student assessment, progress monitoring and reporting systems



Are committed to a genuine educational partnership with parents and communities



Are committed to contractual transparency and high standards of accountability (both financial and educational)

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# PSKH Operational Plan

Your Operational Plan will encompass the essential aspects of operating a PSKH. It will include such items as:

- an educational plan;
- the governance structure of the school;
- an accountability plan, which includes academic and financial accountability;
- school personnel policies and procedures;
- a financial plan;
- a plan for school facilities and support services; and
- a communication plan that enhances the school's external relations.

(NOTE: it is extremely important that all of these elements are included in your proposal)



# 1. Educational Plan

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# 1. Educational Plan

Your Educational Plan will depict the characteristics and core competencies of your school and it will include:

- mission of the school;
- school grade level and age range;
- student behaviour policies;
- organisation of student learning (including a timetable plan);
- student assessment plan;
- school calendar; and student support services.

The school will be monitored on an ongoing basis by the Education Review Office and the Authorisation Board to ensure that it is true to its mission, adheres to its educational plan, and meets contractual targets.

# 1.1 School mission

What is the mission of the school, as you currently envision it

- The mission of your school should broadly define the school's promise as far as educational outcomes are concerned. It incorporates detailed school goals, outlines its educational philosophy and values, and it distinguishes the school from other schools.
- The school's mission should provide a guiding light and a common goal, which all people in the school and in the community strive to achieve.
- Outline any intended innovations related to learning design and delivery that will be key to your school delivering enhanced learning success.

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## 1.2 School grade levels and age range

Specify the grade levels and the age range of students you intend to teach.

- PSKH schools to date include Primary Schools (Ages Y1 - Y6), Middle Schools (Y7-Y10), Secondary Schools (Y9 - Y13) and Senior College (Y11- Y13).
- The grade levels are summarised below:

<b>Year Level</b>	Kindergarten	1-6	7-10	9-13	11-13
<b>Ages</b>	1 - 4	5 - 10	11 - 14	13 - 18	15 - 18

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## 1.3 Student gender

PSKH are obliged to take all students who wish to enrol - up to the maximum roll. The only exception would be a Boarding School where a case might be made for selection based on gender.

## 1.4 Admission standards and selection criteria

- PSKH must have an open admissions policy, which means that students are admitted to age appropriate grade levels on a first come first served basis only, and no other criteria, providing that space is available within the enrolment capacity of the school.
- When there are more students requesting admission to the school than the school's physical capacity can allow, the school may use a 'wait-list' approach noting that siblings of existing students may be given priority. Any such policies need to be documented in your enrolment policy and be clearly communicated to parents.
- The contract you enter into with the Ministry of Education will define a target for the percentage of enrolled students who meet priority learner and social demographic criteria.

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## 1.5 Student behaviour policies

- Specify the policies that you will employ for handling discipline problems within the school as well as your process for standing down and or excluding students.
- **It is strongly advised that applicants refer to the MoE website for guidance on correct policy and process.** For example: <http://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Stand-downs-suspensions-exclusions-and-expulsions-guidelines/SuspensionLegalGuideWEB.pdf>
- The possibilities for appeal to any decisions should be specified in this subsection as well.

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## 1.6 Organisation of student learning

Describe how your school plans to organise the students' learning and extracurricular activities in detail.

- You are free to organise the learning inside and outside the classrooms to correspond to your particular educational philosophy and the mission of your school.
- Typically, the following elements will be specified in this subsection:
  - school curriculum, including the curriculum areas covered and language of instruction
  - student/teacher ratios
  - any individual learning plans
  - the use of information technology for instruction
  - extracurricular activities.

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# School curriculum

PSKH are free to adopt any curriculum approved by the MoE e.g. NCEA, Cambridge International Examinations, International Baccalureate.

In addition to meeting the national standards, you should gear the organisation of student learning towards meeting the particular goals set forth in the school's mission. Specify:

- what curriculum areas are covered
- what specific subjects are taught, for how long, and in what year levels.
- the language of instruction for each subject taught.

For the design of your school's curriculum in particular, guidance and support is available from the Ministry of Education and Education Review Office material.

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## Students per class

If the educational philosophy of your school includes a maximum number of students in each class, you can specify such a limit in this subsection of the Contract.

- It would be prudent to ensure that the class sizes and staffing ratios you decide on are carefully costed and balanced against forecast income.
- The contract you enter into with the MoE will also specify expectations around the percentage of the curriculum that needs to be taught by registered teachers

# Individual Education programmes (IEPs)

- If you plan to offer educational services for specific groups of students, you should specify this in the EOI. The method for devising individualised plans for students, in particular for low- performing students, should be spelled out in this subsection. This is a big-ticket item also!
- Learning plans are a way for a school to demonstrate to parents the commitment to students who may need extra help. They are not meant to be suitable in every situation, but rather address the general strategy for taking differential learning and tutoring into account.

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## Extracurricular activities

Describe how your school plans to organise extracurricular activities and other learning opportunities outside the classroom. Provide an indication of how these activities and learning opportunities are designed to contribute to students' learning and personal and social growth.

# 1.7 Student assessment plan

## Do you have one?

- To establish a benchmark, the students in your school will be tested using e-AsTTle, PATs or other internationally recognised assessments e.g. Cambridge International Examinations, International Baccalureate. The MoE is also in the process of implementing PaCT, an assessment tool designed to track and 'standardise' individual student learning success for National Standards (<https://pactinfo.education.govt.nz>)
- Describe the plan for assessing ongoing student achievement in your school (5 minutes)
- Describe the feedback mechanism for assessing student progress in the subjects taught throughout the year. This mechanism may include, but not be limited to, intermediate benchmark tests.
- It is strongly recommended that you develop additional ways in which to assess the students at your school beyond the national tests or other forms of summative / formative assessment. For example, measurable student outcomes could include personal journals, portfolios, and handmade books, formal presentation to the class of projects and reports, participation in science and art fairs, or written evaluations by school staff.

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## 1.8 School calendar

- Specify the calendar your school will follow, including the days of instruction, days without instruction, and the length of the school day.
- An PSKH may have a unique annual calendar and unique daily schedules for different year levels and different classes.
- We recommend that you design your educational plan around 394 half working days of instruction with an average daily instruction of 5.5 hours (330 minutes per day). Significant deviations from these amounts should be justified.
- Have you considered your timings?

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## 1.9 Student support services

- Describe the support services that are offered to the students at your school.
- You should specify the strategy you intend to follow for ensuring the students' social welfare, as well as their physical health.
- Describe the facilities and the personnel, if any, that your school provides to ensure the students' welfare. For example, if a nurse is employed, if teachers are required to have first aid certification, or if there is a first-aid station on-site, the EOI should make this clear. You are encouraged to demonstrate in this subsection that the students will be well taken care of, outside of the strictly educational realm.
- This subsection can include special aspects of your school's facilities or physical equipment, particular rules that govern the school's teachers, staff, and students, activities that are organised towards enhancing the students' welfare, or specific staff that is employed.
- In addition, you should describe what kind of, if any, career and/or college guidance is provided for the students prior to graduating from high school.



## 2. Governance

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## 2. Governance

### Operational plan

- Demonstrate the way in which you plan to run the school.
- Usually, a NZ State or Integrated School will have an elected Board of Trustees that fulfills the governance role for the school, that role to include:
  - overseeing the proper execution of the overall policies of the school;
  - appointing and managing the Principal
  - agreeing and approving the strategic plan
  - monitoring financial performance of the school, to include sensitive expenditure

The school management team on the other hand is, under the CEO / Principal's leadership, responsible for the day-to-day operation of the school within policy settings and strategy approved by school governance.

### NOTE:

1. PSKH have the ability to appoint Board of Trustee members or Advisory Boards that are not subject to the same three year election cycle of State Schools.
2. NZSTA have online governance resources

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## 2.1 School Board of Trustees

Describe the governing structure of your school and the Governors/Owners/Board of Trustees

- Does the group consist of a group of individuals who have a common interest in the school. It may include parents, teachers, and members of the community.
- Can you specify how the Board members are appointed or chosen, for how long they would serve (if there is a limit), how replacement members are identified and selected (if applicable), and the functions of the group. It is recommended that members of a Governors/Owners/Board of Trustees receive training in facilitating board meetings and similar skills.
- If the school is associated with, or founded by a particular organisation or company, indicate this in this subsection.

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## 2.2 School management

- Describe the school's management structure and the division of the functions of the school operator and the school management (if applicable).
- The responsibilities of school management consist of two broad areas: academic and financial. Ideally, the academic aspects of the school management would be the responsibility of the school Principal and the financial matters would be the responsibility of a Business Manager. This type of organisational structure would relieve the Principal from day-to-day operational concerns and to allow the principal to fully focus on the school's educational mission, and it would provide for better business and financial management of the school by the Business Manager.

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## School management cont.

Describe the organisational structure of the school and the division of the functions of the Principal and the school management. The assigning of roles and responsibilities should be consistent with the school's mission. Most commonly, you would:

- provide an organisational chart
- illustrate how decisions are made in the day-to-day operation of the school
- outline reporting responsibilities of school management

It is not necessary for this organisational chart to specify every person's duties within the school, but rather to give a picture of the channels of reporting, and show how the various functions and authorities are divided within the school.

You should describe the overall responsibilities of the Board and management, and reporting lines (e.g. the authority to hire and fire teachers, administrators, and other staff between the Governors/Owners/Board of Trustees and the school management. The selection, and potential replacement of the school management should also be specified in this section.

**NOTE:** Resources such as proforma Individual Employment Agreements are available on the MoE website.



## **3. Accountability Plan**

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## 3. Accountability plan

### Operational plan

- PSKH flexibility goes hand-in-hand with its plan for accountability. A well-defined accountability plan will ensure that the school is true to its mission.
- In your accountability plan, you will show mechanisms that will assure academic and financial quality control.

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## 3.1 Plan for collecting and maintaining data

- You are required to collect and maintain a range of data according to the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) (<http://www.education.govt.nz/ministry-of-education/legislation/the-national-education-guidelines/>), <http://www.education.govt.nz/ministry-of-education/legislation/nags/>
- Describe the way in which your school records student assessment data, as well as key administrative data.
- The collection and maintenance of such data will be determined by the needs of the Ministry of Education and the Education Review Office. You are required to use systems that are compatible with the new data system for education in New Zealand. Additional data collection and management issues may be determined by the school.
- You are required to accurately collect and maintain data on an ongoing basis, as determined by the provisions of the PSKH Contract. The accuracy of attendance data is particularly important to ensure accuracy in reporting the number of students at your school. In addition to the ongoing collection and maintenance of data, you are required to cooperate with ad-hoc data collection efforts by the Ministry of Education and Education Review Office.

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## 3.2 Self Review

- Describe the **self-evaluation** process in your school and specify who has the operational responsibility for your school's internal oversight.
- The school **self-evaluation** report examines the annual performance of the school. As such it is an essential part of the accountability plan, not only as a tool of communicating with parents, the Ministry, and other stakeholders, but also as a tool for your school to institute a process of continued quality assurance and improvement.

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## 3.2 Self Review cont.

The current Education Review Office approach is built around a **self review** model. You must maintain an ongoing program of **self review**. You should specify here how your school's performance, relative to its mission described in the Contract, will be measured, monitored, evaluated, reported, and acted upon. The self-review process constitutes the centre piece of PSKH. Self review may include:

- **Annual curriculum review:** This usually is carried out by professional staff and may involve drawing up a new scheme for teaching the curriculum area concerned.
- **Performance management and teacher appraisal:** where the performance and professional development needs of teachers and principals are reviewed on an ongoing basis, usually annually. (refer: <https://educationcouncil.org.nz/> )
- **Operational reviews** that consider how to improve a particular area of school operations (for example the safety of playground equipment).
- **Policy/procedure reviews** where the schools' detailed policies and procedures are considered and updated by the management or the governing board, usually on a regular cycle.

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## 3.4 Quarterly & Annual Reporting

Requirement:

Schools need to comply with the monitoring and reporting requirements of the Ministry of Education to include normal independent audit practice.

Describe your school's financial accountability system and reporting mechanisms, demonstrating financial capability and indicating who has the responsibility for financial reporting and the preparation of documents for external auditors.

- You will need to submit to an annual external audit of your school's accounts consistent with generally accepted international accounting and auditing principles. Audits must be conducted by an accredited accounting firm designated in your EOI. The audit report must be filed annually. Specific financial information is also required in the Annual Report.

## 3.4 Financial reporting and external audit (cont'd)

Item in spreadsheet	Explanation
<b>Setup Funding / Establishment Funding (Both terms mean the same)</b>	<p>This includes:</p> <p>A fixed contribution for a Primary School of \$250,000, or for a Secondary School of \$400,000; and 6 months of a Principals' salary which equals \$65,000; and</p> <p>A contribution towards property which will ultimately be calculated by the Ministry using a funding formula relative to type of school and number of students.</p> <p>The examples given in section 6.4 (of the 'Part 1 Requirements' document (attached) should enable you to approximate this amount for your proposed partnership school.</p> <p>The Establishment Payment is a one off payment.</p>
<b>Property Support</b>	<p>This is the Property Rate. This will be ultimately be calculated by the Ministry using funding formula relative to type of school and number of students.</p> <p>The examples given in section 6.4 (of the 'Part 1 Requirements' document attached) should enable you to approximate this amount for your proposed partnership school.</p>
<b>Base Grant</b>	This should be left blank
<b>Per Student Funding</b>	<p>This is the teaching and operating rate.</p> <p>The teaching and operating rates per student are:</p>
<b>Primary roll 50 and below</b>	8,579.00
<b>Primary roll 51 and above</b>	5,247.00
<b>Secondary roll 100 and below</b>	12,585.00
<b>Secondary roll 101 and above</b>	7,046.00
<b>Cashed up central funded support</b>	This would include such items as the Professional Development and Resources rate which is currently set at \$276 per student



## 4. Financial Plan

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## 4. Financial plan

While your educational plan specifies your academic goals, your financial plan estimates the cost of resources necessary to achieve those goals. As such, the two are inter-connected. Ideally, your financial plan will include a business plan, a start-up budget, a three-year continuous (rolling) operational budget, and a statement of financial policies and procedures.

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## 4.1 Business plan

### Feasibility of the business case

Your school business plan will mirror your educational plan while addressing four major issues:

- a brief market analysis (What is your target market? What will attract them? How do you know?) Census data might be useful.
- financial modelling (including roll projections);
- a staffing and remuneration plan (Staffing ratios, timetabling?)
- An administrative function (providing for school fiscal management i.e. who will manage the school's budget and ensure compliance with financial reporting requirements?)

## 4.2 Financial Planning

- It would be good business practice to develop a start-up budget that estimates one-time costs that are expected to be incurred before the school opens for business.
- Additionally, a three-year continuous (rolling) operational budget that reflects the business plan and that itemises revenues by source, and expenditures by category, needs to be developed and maintained.

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## 4.3 Financial Management

- State the financial policies and procedures regarding internal controls, financial reporting, and fiscal management for your school.
- Demonstrate that financial capability exists and specify who will manage your school's budget and finances day-to-day, and who will have authority for spending and budget decisions (within policy settings) .

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## 4.4 Enrolment projections and actual levels

- Specify enrolment projections for three years, equal to the length of the first Contract term (Six years).
- Your enrolment projections should include the total enrolment of the school (by year level), the percentage of Maori and Pacific Island students (noting the contract will specify an enrolment target for 'priority learners', the percentage of Foreign Fee paying students, as well as some market analysis or rationale for assuming these enrolment projections).
- You should plan to specify further projections of enrolment numbers (i.e. revised projections if applicable) on an annual basis in accordance with actuals from your roll returns.

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## 4.5 Tuition and other fees

- School Fees cannot be charged.
- Specify in detail any other fees, such as expenses for books, school uniforms, extra-curricular activities or similar items that parents may be charged for.
- If you plan to charge a fee for non-academic purposes to parents, you need to provide a detailed justification in this section.

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## 4.6 Surplus

- Describe how an annual financial surplus, if any, will be managed or dispersed, noting that the contract specifies an acceptable range for annual profit.
- The formation of a 'reserves' / contingency fund from annual surpluses, or a portion of annual surpluses, is recommended.



## 5. Facilities

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## 5. Facilities

- You should provide information about your needs for land, building, equipment, and similar support services, noting that Ministry of Education funding is not intended for the purchase of premises.
- You should assess these needs, and outline how you will meet these premises, equipment and associated support services needs.

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## 5.1 Location, land, building, and maintenance

Indicate the location of the school, including the land and the school building(s).

- You should be able to provide information about your school's need for a building, appropriate facilities and equipment, and the location of the school, whether it is (or will be) owned, rented, or provided by another party.
- Please also describe plans for maintaining the building and equipment.

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## 5.2 Business services

Devise a plan for the business services that your school may need.

- Examples of such services are advertising, marketing, insurance, and computer support services.

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## 5.3 Transportation arrangements

Provide details about the transportation arrangements for students (if any). Some subsidiary questions may need addressing such as:

- Are you owning/ leasing buses/min-vans?
- Do you know if you meet the eligibility criteria for the Ministry of Education Transport Division and their regional service providers?
- Are you served well by public transport?
- Are you close to main routes?
- Do you have adequate parking and/or pick up and drop off points?

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## 5.4 Cafeteria or other food arrangements

Although not required, Schools may choose to provide meals for students. In the event you are intending to provide meals:

- Demonstrate how catering capability will be provided
- Specify what food is available for students while they are in school, and whether this is for recess or a full-fledged lunch break.
- Are you considering a paid for or subsidized catering facility.
- Will it be a system of user pays breakfast and lunch service.



## 6. Personnel

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## 6. Staffing Plan

- The contract you enter into with the MoE will specify the percentage of teaching hours that need to be taught by Registered Teachers. **This is a setting that is agreed between the Sponsor and the Ministry at contract time.**
- In order to meet contract settings, you will need to draft and present your staffing plan which will include provisions for registered teachers, administrative support staff and their qualifications.
- The staffing plan should include the approximate number of teachers, and other school employees including school administrators, all based on student numbers.

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## 6.1 Teachers' and administrators' gender

Reinforce your commitment to be an equal opportunity employer

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## 6.2 Job titles, qualifications, sources, and numbers of all school employees

Describe the job titles, qualifications, sources, and numbers of all school employees.

- Rather than describing each individual position, you should specify the number, and minimum qualifications (if any) for each category of school employees.
- Your plan could include the sourcing of relief teachers.
- Teacher and administrator recruitment, employment, and contract renewal will be merit based.
- The authority to recruit, promote and discipline teachers and administrators, has been specified under the governance subsection above.

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## 6.3 Employment Agreements

- Examples of Employment Agreements are available on the Ministry of Education website.
- In determining the term of employment for Employment Agreements, the term of the contract may be relevant?
- Compliance with employment law is paramount. e.g. Ensure decisions around Individual Employment Agreements versus Collective Agreements, fixed term employment agreements versus full-time permanent employment agreements etc are fully complied with.

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## 6.4 Remuneration

Full compliance with relevant employment law is paramount.

It is noteworthy that most of the existing PSKH have chosen to adopt pay scales at least the equivalent of their State School counterparts.

Define the remuneration plan, including salary range, work hours, contact hours, reward for additional responsibility, and incentives (if any), for all school employees.

- You are encouraged to specify a minimum or base salary for teachers. Furthermore, it is strongly recommended that you specify a compensation plan that treats all employees fairly and equitably.
- Employee entitlements such as sick days, maternity leave, special leave etc will be specified in the employee's employment agreement.

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## 6.5 Professional development plan

Specify your general strategy regarding professional development for teachers and administrators.

- Outline how you will ensure that they will keep current with best international educational practices, and how their professional capabilities are continuously improved.
- In the spirit of 'continuous improvement' and capability building it would normally be mandatory for staff to undertake professional development. This includes professional development for teachers, principals, and administrators.
- Introduction of Specialist Classroom Teachers (SCTs) may be worth considering.



## 7. External Relations

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## 7. External relations

Community involvement in the design and operation of a PSKH is of paramount importance.

- Your application should explain your plan to involve parents, community leaders, and potential donors in the design and operation of your school.
- Please provide information about your plan for external relations, community and parental engagement, marketing and communication management and delivery.

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## 7.1 Strategy for involving parents

Describe your strategy for involving parents.

- You must be active in involving parents at your school.
- For instance, periodic newsletters, parent-teacher conferences, parent surveys, in-class activities with parents, and interviews with parents can serve to establish a close connection between the school and the parents.
- With a deliberate school strategy, parents who are reluctant to become actively involved with the school may be better-integrated and more active participants in the educational process.
- At a minimum, your school's Annual Report and the Educational Plan must be publicly available documents that are distributed to interested parties and to parents in particular.

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## 7.2 Strategy for involving the community at large

Describe your strategy for involving the community at large.

- Involving the community includes attracting outside support. Such support may be financial in nature, or simply time spent by members of the community for recurring school events, field trips, or similar activities.
- Community members may also provide useful information about the achievements and developments of the school. The more they are involved, the better they could assist, support, and promote the school.