
Request for Application to operate a Partnership School | Kura Hourua opening in 2015

Part One – Requirements and Rules

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Content

SECTION 1 - REQUIREMENTS	5
1 APPLICATION STRUCTURE	6
1.1 CORE DOCUMENTS	6
1.2 ISSUING AUTHORITY.....	6
2 INTRODUCTION	7
2.1 KURA HOURUA – THE NAME	7
3 OVERVIEW	8
3.1 EXPECTATIONS.....	8
3.2 WHAT IS A PARTNERSHIP KURA?	8
3.3 AUTHORISATION BOARD	8
3.4 SPONSORS	9
3.5 THE CONTRACT.....	9
3.6 FLEXIBILITIES AND FREEDOMS	9
3.7 ENROLMENT.....	10
3.8 IS THERE A MAXIMUM NUMBER OF STUDENTS THAT PARTNERSHIP KURA CAN ENROL?.....	11
4 EVALUATION AND DECISION-MAKING	12
4.1 WHO EVALUATES THE APPLICATIONS?	12
4.2 WHAT IS BEING LOOKED FOR WHEN EVALUATING APPLICATIONS?.....	12
4.3 GOVERNMENT PREFERENCES	12
4.4 WHO WILL APPROVE THE PREFERRED APPLICANT(S)?	13
5 PERFORMANCE MANAGEMENT	14
5.1 STUDENT ACHIEVEMENT	14
5.2 STUDENT ENGAGEMENT	14
5.3 MISSION SPECIFIC OBJECTIVES	14
5.4 FINANCIAL MANAGEMENT	15
5.5 ORGANISATIONAL MANAGEMENT.....	15
6 FUNDING	16
6.1 OVERVIEW	16
6.2 THE FUNDING MODEL.....	16
6.3 INDICATIVE PARTNERSHIP KURA FUNDING	18
6.4 ECE FUNDING	19
7 PUBLIC RELEASE OF INFORMATION	19
8 WHERE TO GO FOR INFORMATION	19
8.1 POPULATION DATA.....	20
8.2 PUBLIC ACHIEVEMENT INFORMATION.....	20
8.3 EDUCATION FOR 0-8 YEAR OLDS	21
8.4 FURTHER INFORMATION	21
SECTION 2 - RULES	23
1 INTRODUCTION	24
2 PROCESS OVERVIEW	24
3 PREPARING AN APPLICATION (SUMMARY)	25
3.1 PREPARING YOUR APPLICATION.....	25
3.2 CLARIFICATION PERIOD.....	25
3.3 JOINT APPLICATIONS	25
3.4 LANGUAGE AND PRICE	26

3.5	APPLICATION COSTS	26
3.6	OFFER VALIDITY PERIOD	26
4	NEXT STEPS	27
4.1	UNDERSTAND THE REQUIREMENTS.....	27
4.2	THE PROCESS	27
4.3	CHANGES TO THE PROCESS	27
4.4	OUR CONTACT PERSON.....	27
4.5	OUR ADDRESS FOR PROPOSALS.....	27
4.6	OUR TIMELINE	28
4.7	SUBMISSION OF APPLICATIONS.....	28
4.8	APPLICATION VALIDITY PERIOD	29
4.9	THE RULES	29
4.10	INTERPRETING THIS REQUEST FOR APPLICATION	29
5	EVALUATION PROCESS	31
5.1	HOW YOUR APPLICATION WILL BE EVALUATED.....	31
5.2	EVALUATION WEIGHTINGS BY CATEGORY	32
5.3	SUMMARY EVALUATION CRITERIA BY QUESTION	32
5.4	EVALUATION SCALE	36
5.5	CONTESTABLE, COMPETITIVE PROCESS	37
6	NOTES TO COMPLETING THE APPLICATION	37
7	STANDARD TERMS	38
7.1	BASIC REQUIREMENTS	38
8	PREPARING AN APPLICATION (DETAILED)	40
8.1	CLARIFICATION PERIOD.....	40
8.2	COMPLETING THE APPLICATION.....	41
8.3	JOINT APPLICATIONS	41
8.4	LANGUAGE AND PRICE	41
8.5	APPLICATION COSTS	41
8.6	OFFER VALIDITY PERIOD	42
8.7	RELIANCE ON THE APPLICATION.....	42
8.8	OWNERSHIP OF DOCUMENTS	42
9	SUBMITTING AN APPLICATION.....	42
9.1	SUBMITTING AN APPLICATION.....	42
9.2	NO BINDING LEGAL RELATIONS	43
9.3	LATE APPLICATIONS	43
10	EVALUATION OF APPLICATIONS	43
10.1	EVALUATION	43
10.2	CLARIFICATION.....	44
10.3	COLLECTION OF FURTHER INFORMATION	44
10.4	SHORTLISTED APPLICANT(S) INTERVIEWS	44
10.5	RECOMMENDED APPLICANT(S)	44
10.6	PREFERRED APPLICANT(S)	45
10.7	NEGOTIATIONS	45
10.8	SUCCESSFUL APPLICANT(S).....	45
10.9	APPLICANT DEBRIEF	45
11	GENERAL TERMS	45
11.1	FORM OF CONTRACT	45
11.2	STATUS OF RFA / APPLICATION.....	46
11.3	MINISTRY AND BOARD’S RIGHTS.....	46
11.4	CONFLICT OF INTEREST	47
11.5	PUBLIC STATEMENTS	47

PART 1 – REQUIREMENTS AND RULES

11.6 NEW ZEALAND LAW	47
11.7 DISCLAIMER	47
11.8 INVOLVEMENT OF MINISTRY OFFICIALS	47
APPENDIX I - LEGISLATIVE COMPARISON OF DIFFERENT SCHOOLING TYPES.....	48
APPENDIX II – PERFORMANCE STANDARDS	55
APPENDIX III - GUIDANCE FOR YOUR APPLICATION	59

Section 1 - Requirements

1 Application Structure

1.1 Core Documents

This Request for Application is made up of two documents and a number of attachments as follows:

- Part 1 – Application
 - Section 1 - Requirements and
 - Section 2 – Rules and Standard Conditions of Application
- Part 2 – Application Form
- Attachments
 - Form of Notice of Intent to Respond
 - Draft Agreement to operate a Partnership Kura
 - Financial workbook

We strongly recommend you read and familiarise yourself with all documents, before you begin preparing your response.

1.2 Issuing Authority

This Request for Application to operate a Partnership School | Kura Hourua opening in 2015 is issued by the Ministry of Education for and on behalf of the Minister of Education.

2 Introduction

A Partnership Kura is state-funded school whose sponsor is given a greater level of flexibility and freedom to decide how it is run and delivers its education programme. In return, a Partnership Kura is held accountable for achieving improved student outcomes and a high level of organisational performance.

Partnership Kura are a key part of the Government's efforts to raise student achievement, and meet the Better Public Services target of 85% of 18 year olds having NCEA Level 2 or an equivalent by 2017. They do this by using innovative approaches to lifting the educational results of those students who are not being well served by the education system.

Partnership Kura provide further options for these young people and their families, giving them the choice of the type of education that best suits their own specific learning needs.

This application offers potential sponsors an opportunity to describe how they will provide an outstanding educational programme that will engage their students and encourage them to succeed.

The Partnership Schools | Kura Hourua Authorisation Board (Authorisation Board) and the Ministry of Education will use the information you provide in this application to evaluate both the quality of your proposal and your capacity to successfully establish and operate a Partnership Kura. Please carefully review all the documents provided with this application pack when preparing your application for submission.

2.1 Kura Hourua – the Name

Waka Hourua is the Maori name for the traditional sea voyaging double-hulled canoes used on expeditions where great distances needed to be travelled. The two hulls joined together created a stronger and more versatile vessel better able to cope with all of the challenges of the vast Pacific Ocean.

This is an apt metaphor for the journey of partnership the Government and community are embarking on with Partnership Kura. The partnership envisaged between the sponsor and the Government, and the sponsor and the community will create a stronger, more versatile school which is better able to meet their students' and community's needs.

Waka Hourua took many forms and shapes and were adorned with any of a range of special characteristics, just as Kura Hourua will be able to take on many forms and shapes with special characteristics tailored to their students' needs.

Waka Hourua were used for great voyages which sought out new horizons by following new pathways. This reflects the journey that Kura Hourua will be undertaking within the New Zealand education environment.

Kura Hourua is the term that has been chosen to best represent the intent behind Partnership Schools, with hourua encapsulating the notion of partnership and journeys, and kura being the commonly used and known term for 'school'.

Throughout this Request For Application we refer to Partnership Schools | Kura Hourua as Partnership Kura.

3 Overview

3.1 Expectations

Partnership Kura are expected to:

- a) raise the achievement of Māori, Pasifika, students from low socio-economic backgrounds, and students with special education needs (the Government's priority groups of learners)
- b) use innovative and dynamic approaches to lifting the educational performance of these students
- c) deliver high-quality education programmes
- d) meet specified performance standards agreed with the Crown
- e) engage effectively with parents, family/whānau and communities to support and contribute to achieving high educational outcomes for their children
- f) have strong governance and the organisational capacity and capability required to ensure the high-quality management and operation of the school

3.2 What is a Partnership Kura?

A Partnership Kura is a new type of school that is driving positive educational change in communities. They bring together the education, business and community sectors to create new and dynamic opportunities for accelerating the progress and achievement of disadvantaged students. We encourage you to look into what the first group of Partnership Kura are developing when designing your own proposal.

In exchange for committing to achieving these goals, the schools will have greater freedom with regard to school organisation, employment arrangements, curriculum, and teaching methods and practices.

These freedoms, enabled through the Education Act 1989, are intended to allow the schools to use fresh, innovative ways to engage with disadvantaged students and enable them to succeed. They also allow the schools to be based on partnerships with communities and community organisations, iwi, whānau/family, businesses and not-for-profit organisations. They may be secular or faith-based.

3.3 Authorisation Board

The Minister of Education has appointed an Authorisation Board to develop advice and recommendations for the Minister on which applications should be considered for contracts.

The Board also has a role in monitoring the academic achievement progress of each Partnership Kura against the agreed outcomes and providing advice to the Minister on how they are performing.

3.4 Sponsors

Successful Applicants (if any), will be approved by the Minister of Education to become the sponsor of a Partnership Kura.

The term sponsor is used in the wider sense of giving backing to the project and being responsible for delivering outcomes. Sponsors are not required to provide funding for the school, but can choose to if they wish.

The sponsor must be a 'body' such as a board, trust, company or other legal entity. We encourage applications from organisations from a range of backgrounds including businesses, iwi, community organisations, education providers, faith-based groups, and culture-based educational organisations.

Please note that existing state schools and tertiary education institutions cannot be sponsors under the Education Act 1989.

Sponsors are able to operate multiple schools, providing they can demonstrate they have the capability and capacity to do so.

Sponsors can be not-for-profit or for-profit.

3.5 The Contract

Successful Applicants will sign a six year contract, with two further rights of renewal of six years each, with the Crown, and be accountable for delivering specific performance standards.

The contract may be renewed or revoked based on the performance of the sponsor.

A draft version of the contract is included in this application pack, and we expect you to familiarise yourself with the content before preparing your application.

The Authorisation Board is responsible for overall monitoring of the Partnership Kura's educational performance.

The Ministry of Education administers and monitors the Partnership Kura contracts on an ongoing basis.

Failure to meet any of the performance standards may result in intervention and, where necessary, closure.

3.6 Flexibilities and Freedoms

The Government is looking for sponsors who can make effective use of the flexibilities and freedoms offered by the Partnership Kura model. We encourage you to carefully consider how you can maximise these to best meet the needs of your target students when designing your proposal.

Partnership Kura can:

- a) focus on a special interest (e.g. a particular language, vocational pathway, or other specialist area), apply a particular pedagogical philosophy, or adopt a faith or culture-based setting
- b) provide religious instruction as part of delivering a full curriculum if they have a faith-based character
- c) negotiate the number of non-registered teachers they employ (e.g. employ individuals with post-graduate degrees or trades certificates who have not undertaken formal teacher training as subject matter experts to deliver part of the curriculum)
- d) negotiate salary conditions and employment conditions with employees
- e) employ a chief executive who does not need to be a registered teacher
- f) set the length of their own school day and year
- g) set their own curriculum, providing it uses the vision, principles, values and key competencies of *The New Zealand Curriculum* or equivalent statements in *Te Marautanga o Aotearoa*
- h) choose their own qualifications framework, providing it does not close off any future options for students
- i) sub-contract any of the sponsor's responsibilities to a third-party

3.7 Enrolment

Partnership Kura must accept all students who apply for entry, regardless of their background or ability. This means that any specialism on offer is a mode of learning rather than an entry criterion. For example, if you are proposing a programme specialising in sport, you will not be able to select students based on their sporting skills and experience. Your programme must be open to all those who wish to learn at a school specialising in sport.

Open enrolment also means that Partnership Kura cannot use testing (academic or physical) or any compulsory conditions as part of their enrolment processes. Any interviews prior to a place being offered should be for the purpose of enabling prospective students to find out more about the programme.

Partnership Kura must allocate places in accordance with section 158N of the Education Act. Please make sure that your proposed enrolment policy is consistent with the Act.

Unless the maximum roll is likely to be reached, applications must be accepted on a first come, first served basis.

Partnership Kura may wish to set a date by which applications for enrolment in the following year should ideally be received. All applications received by that date can then be considered together.

Once the maximum roll is likely to be reached (i.e. more applicants than there are places at the school), Partnership Kura proceed to a prioritisation process.

Partnership Kura must offer places in a specific order of priority:

- first priority must be given to any applicant who is the sibling of a current student of the school
- second priority must be given to any applicant who is the sibling of a former student of the school
- third priority must be given to all other applicants

If there are more applicants in any of the priority groups than there are places available (e.g. five applications received when there are only three places available for the siblings of current students), selection within this priority group must be by ballot.

A ballot also allows for a waiting list to be created for use until the next cycle of applications takes place.

Partnership Kura cannot create their own priorities to replace or be in addition to the three set out in the Act. This means you cannot give priority to groups such as those living in a certain catchment, children of staff or governance board members, particular priority learners, or those with particular tribal affiliations.

The contract between the sponsor and the Crown specifies a target number of learners from the Government's priority groups to be enrolled by the Partnership Kura. As you cannot refuse enrolments from any students, you will need to carefully consider how you will use engagement with the community and facilitation of enrolment to encourage learners from priority groups to enrol in your school.

3.8 Is there a maximum number of students that Partnership Kura can enrol?

Sponsors negotiate a roll number for any given year with the Crown as part of the contract. This is renegotiated annually with consideration given to:

- a) evidence of parental demand for the school
- b) successful delivery of the performance goals

4 Evaluation and Decision-Making

4.1 Who evaluates the applications?

The Authorisation Board and the Ministry undertake a comprehensive evaluation process on behalf of the Minister of Education. This is outlined in more detail in Section 2 of this document.

4.2 What is being looked for when evaluating applications?

The Authorisation Board and the Ministry are looking for proposals that demonstrate:

- a) a commitment to raising the educational aspirations and results of Māori, Pasifika, students from low socio-economic backgrounds, and students with special education needs
- b) an ability to attract these priority learner groups
- c) a strong case for the need for a Partnership Kura to address educational underperformance by their target students in the proposed location
- d) a compelling education programme that will make a difference for their target students
- e) innovative use of the flexibilities and freedoms on offer to Partnership Kura
- f) an understanding of what is required to achieve success in education for their target students
- g) proven organisational, governance and financial capability and competence
- h) data and other evidence to support the key components of the proposal

4.3 Government Preferences

In addition to the evaluation criteria described, the Government has set a number of preferences for this round of applications. While all high quality applications (as assessed against the evaluation criteria) will be considered, preference will be given to new Partnership Kura that:

- a) cater for primary-age students
- b) make effective use of the flexibilities offered by the model
- c) are based in areas of roll growth
- d) are large enough to be comfortably viable
- e) demonstrate a strong case for their location in relation to areas where students are not being well served by the education system
- f) offer innovative options for 0-8 year olds.

Preference	Rationale
Schools that cater for primary-age children	A strong start to schooling is one of the most effective ways to raise student achievement. It enables students to get the help they need to progress and achieve, and to avoid falling behind. It also enables positive behaviour and attendance practices to be established early on.
Schools that will make effective use of the flexibilities offered by the model	The intention of the Partnership Kura initiative is to add value to the network by providing an additional schooling option that makes a significant difference for priority learners. The intention is not to replicate what is already on offer in the system, or to incorporate an existing school that may already be providing value.
Schools that are in areas of roll growth	Extra provision is needed in these areas. It also increases the diversity of schooling options available.
Schools that are large enough to be comfortably viable	It is vital to set up Partnership Kura that are financially viable. There are benefits of scale for students, including broader curriculum options and greater teaching specialisation. It also enables schools to deliver more of the core curriculum themselves at senior levels rather than relying on external parties.
Schools that can demonstrate a strong case for their location in relation to areas where students are not being well served by the education system	This enables potential sponsors to use demographics and student achievement information on priority learners to demonstrate the need for a Partnership Kura in a particular location.
Schools that offer innovative options for 0-8 year olds	This enables potential sponsors to propose a schooling solution that aligns the curriculum and pedagogy across early childhood and primary age groups.

4.4 Who will approve the Preferred Applicant(s)?

The Minister of Education makes the final decision on which Applicants are approved to open a Partnership Kura. The Minister takes into account the advice and recommendations provided by the Authorisation Board and the Ministry on which applications should be approved.

5 Performance Management

Partnership Kura have greater flexibility and freedom around school organisation, employment arrangements, curriculum, and teaching methods and practice. In exchange, they are held to a high level of account for delivering improved education results for their students.

Successful Applicants are expected to deliver specific performance standards. These are detailed in Appendix II.

We expect you to carefully consider the performance management information provided below and in Appendix II when developing your proposal.

5.1 Student Achievement

Partnership Kura are expected to meet specific performance standards relating to student achievement. This is to ensure they deliver excellent results for their students. The performance indicators and measures are based on the Government's targets for the education system, as well as measures that demonstrate student progression and added value.

Partnership Kura offering secondary provision are required to have measures based on the Government's Better Public Services target of 85% of 18 year olds having NCEA Level 2 or an equivalent in 2017. We anticipate this to be the minimum target. It could be set higher for some schools, depending on the specific offerings in the application.

Partnership Kura with students in Years 1-8 must report against the National Standards or Ngā Whanaketanga Rumaki Māori.

Partnership Kura are required to break down any targets to reflect data for the priority groups and their achievement (except where this would breach an individual's privacy).

5.2 Student Engagement

Student engagement is a prerequisite to high student achievement. Therefore, Partnership Kura have specific performance standards around ensuring a high level of attendance and providing a safe physical and emotional environment.

Please note that sponsors are legally required to make all reasonable efforts to ensure that an enrolled student attends school, and to provide a safe physical and emotional environment.

5.3 Mission Specific Objectives

Partnership Kura are expected to have a point of difference from state and state-integrated schools. We are looking for an innovative approach to education that works for those students who have not been well-served by the education system.

Mission-specific goals are negotiated as part of the contract. For example, Partnership Kura that are based around teaching in a particular language and/or culture could be required to demonstrate how well their students are progressing in these areas. Another example is a Partnership Kura with a focus on preparing young people for work or further study could be required to demonstrate how successful those students have been in obtaining placements in suitable employment or higher education courses.

5.4 Financial management

Financial management standards measure the overall financial health of a Partnership Kura using common business standards. Indicators include the operating surplus, working capital ratio, debt/equity ratio, operating cash, and enrolment variance.

5.5 Organisational Management

Sponsors of Partnership Kura are required to meet all legal obligations under general and education law and the contract, while managing the school and focusing on achieving specified performance standards.

6 Funding

6.1 Overview

Partnership Kura receive funding covering the resourcing components provided to state and state-integrated schools – salaries, operations grant, property funding, and centrally-funded services (such as transport, professional development and special education services). Sponsors of Partnership Kura have more flexibility to decide how they use this funding to meet their specific performance standards.

6.2 The Funding Model

The funding model for Partnership Kura is intended to give sponsors flexibility to manage their resources. It provides a broadly similar level of funding to that for schools and students in the state system. It is based on funding for decile three state schools.

The funding model is made up of four parts as set out in the following table:

Funding	What it covers	What it is made up of	How often it is paid
One-off set-up funding	A one-off payment to assist with establishing the school. This is provided on the same basis as state schools.	A contribution towards: <ol style="list-style-type: none"> i. Administration costs ii. Library and information centre costs iii. Learning and teaching resources iv. Principal's salary (pre-opening) 	One-off – payable on signing contract
Property support	An annual amount covering items such as a contribution to insurance, maintenance, and funding for modernisation.	This funding is based on the Cash for Buildings funding model. It has three components: <ol style="list-style-type: none"> v. Capital costs – site works costs, and the cost of constructing the building(s), including a furniture and equipment grant vi. Maintenance costs – 40 years of operations grant property funding vii. Modernisation costs – 30 years 	Quarterly

		of five year agreement (5YA) funding	
Operations and staffing	An annual amount covering salaries and operations. It is weighted to accommodate differences across the following variables: <ul style="list-style-type: none"> i. school size ii. year levels offered iii. socio-economic status iv. equivalence with the state system through a per student rate 	This funding is made up of two components: <ul style="list-style-type: none"> i. Base grant – based on the school type and is generally not tagged to the school's roll ii. Per student funding – calculated on the actual school roll 	Quarterly
Centrally funded support for schools	An annual per student amount of cashed-up funding that is a proxy for centrally-funded support to state schools	This has been calculated by summing the cost of the centrally funded services, and dividing by the number of students in the system. Examples of the support that has been cashed-up include: <ul style="list-style-type: none"> • tinerant and in-school specialist teacher assistance • rofessional learning and development • urriculum resources • earning Experiences Outside the Classroom • aptops for Teachers 	Quarterly

Partnership Kura are also eligible for entitlements that attach to individual students or schools such as transport assistance, Māori Language Programme Funding, and an allowance for isolated schools.

Assistance that will continue to be funded centrally (where applicable) is for students with moderate and high special education needs. This is highly

specialised, and experts are not equitably available across the country on the open market.

6.3 Indicative Partnership Kura Funding

As part of your application, you are required to calculate a total amount of funding for your proposal (excluding targeted centrally funded support services such as transport assistance or Māori language programme funding). Calculate the amount that is closest to your proposed roll.

Please note that the amounts provided are indicative only and are provided to allow you to prepare a high-level budget.

6.3.1 One-off Set-up Funding

Roll	Primary	Secondary	Yr 1-13
100	\$254,469	\$548,301	\$265,027
200	\$390,754	\$742,132	\$664,906
300	\$493,034	\$935,962	\$820,702
400	\$595,314	\$1,129,793	\$976,498
500	\$697,594	\$1,323,624	\$1,132,295

6.3.2 Property Support

The following table sets out the amount payable per annum to the school. It is calculated on the maximum roll.

Roll	Primary	Secondary	Yr 1-13
100	\$105,167	\$339,157	\$193,005
200	\$189,710	\$590,193	\$385,862
300	\$298,018	\$745,112	\$533,105
400	\$372,590	\$863,218	\$641,866
500	\$445,114	\$977,491	\$778,262

Please note that the amounts may vary if you are not proposing to reach the maximum roll in the first few years.

If you are proposing a composite school (provision for students in Years 7-13 or Years 1-13), funding may also vary depending on the balance between the numbers of primary and secondary students enrolled.

6.3.3 Operations and Staffing

a) Base grant

The following table sets out the amount payable annually to the school

School type	Amount
Primary	\$145,854
Secondary	\$997,044
Yr 1-13	\$332,427

Please note that the amounts above may vary if you are not proposing to reach the maximum roll in the first few years.

Funding for Years 7-13 may also vary depending on the balance between the numbers of primary and secondary students enrolled.

b) Per student funding

Year Level	Amount
Primary	\$4,671
Secondary	\$5,357

If you are proposing a composite school with a mix of primary and secondary students, you should use these rates in relation to the numbers of primary and secondary students you propose to enrol.

6.3.4 Centrally Funded Support for Schools

This is \$276 per student that is enrolled at your school.

6.4 ECE Funding

The Partnership Schools funding model does not provide for the provision of ECE services. If you are proposing integrated provision for 0-8 year olds, you will need to estimate the funding that would be received for the ECE component of your budget using the amounts provided for in the funding handbook for the ECE sector –

<http://www.lead.ece.govt.nz/ManagementInformation/Funding/FundingHandbook.aspx>.

Also see section 8.3.

7 Public Release of Information

The information you provide in your application is subject to the Official Information Act 1982. It will be released publicly by the Ministry on its website as part of ensuring the transparency of the application process.

The Ministry will advise you of the information relating to your application that will be released, so that you are able to inform others involved in your application, including any third parties, ahead of time.

It is anticipated the following information will be released during the evaluation period of this Application process:

- a) Application close date – release of names and related details of applicants who submitted a proposal for evaluation; and
- b) Contract award – publication of received applications, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.

8 Where to Go for Information

When preparing your application, it is vital that you carefully consider the wide-range of data and other information available. This is particularly important if you

are seeking to build a strong case as to why your proposal meets one of the Government's preferences.

8.1 Population Data

Population data is available through Statistics New Zealand and local councils. It is important to note that overall population change in a particular area may not mirror changes in the school age population.

We expect you to use demographic information to demonstrate the need in the community where you propose establishing a Partnership Kura.

As of 2013, general trends across the country include:

- a) The proportion of school-aged children in the total population is expected to decline over time due to an ageing population and a decreasing fertility rate.
- b) The school-aged population is expected to change in terms of where it is located and its ethnic make-up.
- c) Urban drift means that our cities are expected to increase in population and the rural areas are expected to decline.
- d) Significant school age population growth is expected in Auckland, particularly in the south of the city.
- e) Māori and Pasifika populations will increase at faster rates than the average population.
- f) There is a secondary cohort peak that is moving out of secondary school. Year 9-13 rolls are expected to trough then build again for about 2020.
- g) The Year 1-8 cohort is building as a baby blip adds to the lower years of the cohort.

8.2 Public Achievement Information

Public Achievement Information (PAI) is information about students, schools and the education system. It can be found at:

<http://www.educationcounts.govt.nz/topics/pai-pipeline/>

PAI includes information about how New Zealand's education system is progressing at national, regional and local levels.

We expect that you will use PAI information to:

- a) support your proposal for establishing a Partnership Kura in your proposed location
- b) demonstrate how your school will contribute to raising the achievement of your target students.

8.2.1 PAI Pipeline

The PAI Pipeline provides key statistics from ECE through to 18 years of age. It shows the progress being made at a national and regional level against important measures such as participation in ECE, progress and achievement in

National Standards and Ngā Whanaketanga Rumaki Māori, and the percentage of students gaining key NCEA qualifications by the time they leave school.

It also shows where there are issues of inequity, and what improvements are needed across the education system.

8.2.2 Education Profiles

Education profiles have been prepared at territorial authority, regional and national level. They give an indication of how the education system is working at each of these levels.

8.3 Education for 0-8 year olds

If you wish to put forward a proposal offering innovative options for 0-8 year olds, you need to be aware that:

- a) You must meet the Early Childhood Education (ECE) licensing requirements for the ECE component of your proposal – <http://www.lead.ece.govt.nz/ServiceTypes.aspx>
- b) You must meet the ECE Regulations for the ECE component of your proposal – <http://www.lead.ece.govt.nz/ManagementInformation/RegulatoryFrameworkForECEServices.aspx>
- c) You will receive ECE funding for the ECE component of your proposal - <http://www.lead.ece.govt.nz/ManagementInformation/Funding.aspx>. This needs to be taken into consideration when responding to the relevant financial questions in the application form
- d) Your application will need to demonstrate how you propose to align the curriculum and pedagogy across the age groups to deliver seamless provision.

8.4 Further Information

Here is a list of websites that might assist you to prepare your application.

Subject	Website
Ministry of Education	
Partnership Schools	http://www.minedu.govt.nz/theMinistry/EducationInitiatives/PartnershipSchools.aspx
Ka Hikitia - Accelerating Success 2013-2017	http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx
Ka Hikitia – Measureable gains Framework	http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/MeasuringandReportingProgress.aspx
Tau Mai Te Reo	http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx
New Zealand Curriculum	http://nzcurriculum.tki.org.nz

Pasifika Education Plan 2013 – 2017	http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan2013.aspx
Priority Learners	http://nzcurriculum.tki.org.nz/Priority-learners
Ruia: School – Whānau Partnerships for Māori Learners' Success	http://partnerships.ruia.educationallleaders.govt.nz/
Ruia: Teacher Appraisal for Māori Learners' Success	http://appraisal.ruia.educationallleaders.govt.nz/
Whakapumautia Papakowhaitia, Tau ana	http://tetahuhu.moe.govt.nz/policiesProcessesAndTools/RealisingMaoriPotential/Whakapumautia.aspx
Success for All – Every School, Every Child:	http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx
Stand-downs, suspensions, exclusions and expulsions guidelines	http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/StanddownsSuspensionsExclusionsExpulsions.aspx
Maori medium literacy strategy	http://www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/MaoriEducation/TeReoMatatiniEnglish.pdf
Te Marautanga o Aotearoa	http://tmoa.tki.org.nz
English medium assessment position	http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/AssessmentPositionPaper.aspx
Maori medium assessment position	http://tmoa.tki.org.nz/Mataiako/Aromatawai
Education Review Office	
Priority Learners in New Zealand Schools	http://www.ero.govt.nz/National-Reports/Evaluation-at-a-Glance-Priority-Learners-in-New-Zealand-Schools-August-2012
Review processes	http://www.ero.govt.nz/Review-Process
NZ Teachers Council	
Registered Teacher Criteria	http://www.teacherscouncil.govt.nz/rtc/index.stm
Tātaiako: Cultural Competencies for Teachers of Māori Learners	http://www.teacherscouncil.govt.nz/required/tataiako.stm

Section 2 - RULES

1 Introduction



This section contains the Request for Application (RFA) standard terms which outline the process and rules that apply to this RFA.

2 Process overview

The following flow chart provides the generic RFA process overview. The actual process and specific dates are contained in this document (Section 2 Rules - 4 Next steps).



3 Preparing an Application (Summary)



3.1 Preparing your Application

- a) Applications must follow the format set out in this RFA Section 2 - Rules part 6 Notes to completing the Application. Applicants must provide in their Application all of the information requested, and in the format specified in this RFA or in response to any clarification question.
- b) Please print Applications double-sided if possible. Please minimise the use of non-recyclable or non-reusable materials, such as plastic report covers, plastic dividers, vinyl sleeves and binding materials. Two-ringed binders, glued materials, paper clips and staples are acceptable. Applications should be submitted in a format which allows for easy removal and recycling of materials.
- c) Failure to provide all of the information requested may result in the Application being rejected as non-conforming.



3.2 Clarification Period

- a) Each Applicant must satisfy itself as to the interpretation of the RFA, and should, if there is any perceived ambiguity or uncertainty in the RFA documents, seek clarification.
- b) During the period from the date the RFA is issued to the deadline for Applicants' questions, stated in the RFA – Section 2 - Rules part 4.6 Our timeline (Last date for Applicant Clarifications), Applicants may seek clarification on any matter regarding the RFA or request additional information from the Contact Person.



3.3 Joint Applications

- a) Applicants may submit collaborative or joint Applications, so long as the requirements of this RFA are met. Any joint Application must clearly identify:
 - all of the parties who are submitting the joint Application;
 - the nature of the relationship between the parties for the purpose of the joint Application;
 - confirmation that all parties are committed to the relationship and the joint Application;
 - the specific parts of the Requirements each party

- will be responsible for delivering
 - which party, parties or other legal entity will ultimately be the Sponsor for the purposes of the agreement to be entered into with the Minister;
 - the structures set up by the parties that support good governance and accountability and financial and contract management; and
 - be signed by all parties.
- b) In evaluating a joint Application the Ministry or the Board may take into account any complexity or risk presented by a joint Application.
- c) A joint Application must be a genuine joint venture with the services to be performed for the operation of a Partnership Kura being provided on a joint and fully integrated basis.



3.4 Language and price

Applications must be in English and prices must be quoted in New Zealand dollars exclusive of goods and services tax (GST).

3.5 Application costs

Each Applicant must meet all of its own costs associated with the preparation and presentation of its Application and any negotiations.

3.6 Offer validity period

Applications shall remain valid and open for acceptance for a period of one hundred and eighty (180) days as calculated from the [Closing Date](#).

4 Next steps



4.1 Understand the requirements

Make sure you fully read this document before starting to write your response. In particular develop a strong understanding of the Requirements and how your proposal will be [evaluated](#). If anything is unclear or you have any questions then please email the [Contact person](#) for further information.



4.2 The process

As this is a contestable and competitive Application we have set out a step-by-step process for Applicants to follow as well as some [rules](#). Make sure you follow our process and abide by the rules. Remember, it is important when preparing your Application to use the Applicant Response Form and complete the Applicant Declaration. Having done the work, don't be late in submitting your proposal – you must get your proposal to us by the [closing date](#).



4.3 Changes to the process

If we need to change anything about this process or want to provide Applicants with additional information we will let all Applicants know by placing a notice on the Government Electronic Tenders Service (GETS) at www.gets.govt.nz. If you downloaded this Request for Application from GETS you will automatically be sent notifications of any changes.



4.4 Our Contact person

Please direct all enquiries to our Contact person listed below. You must not attempt to gain information from any other Ministry employee or Board member.

Drew Preddy

Procurement Manager

Partnership Schools | Kura Hourua Application

Email: partnership.schools@minedu.govt.nz



4.5 Our address for proposals

Proposals must be submitted to the following address:

For Applications sent by post:	For Applications delivered by hand or courier:
Application to operate a Partnership School Kura Hourua	Application to operate a Partnership School Kura Hourua

Attention: **Drew Preddy**
 Ministry of Education
 PO Box 1666
 Wellington 6140

Attention: **Drew Preddy**
 Ministry of Education
 Level 3, 45-47 Pipitea Street
 Wellington 6011

Please note: proposals sent by fax or email will not be accepted.



4.6 Our timeline

The following information sets out our process and indicative timeline.

Activity	Completion Date
Application Issue Date	18 December 2013
Applicant Clarification Period begins	13 January 2014
Notification of Intent to Respond due	22 January 2014
Last date for Applicant Clarifications	26 February 2014
Last date for response to Applicant Clarifications	5 March 2014
Application Closing Date	12:00 pm 11 March 2014
Evaluation of Written Applications (including clarifications, if any)	April 2014
Shortlisted Applicant Interviews (see note)	May 2014
Reference Checking and related enquiries	May 2014
Notification of Preferred Applicant(s)	June 2014
Contract Negotiations	July 2014
Contracts Signed	August 2014
School opened	February 2015

Please note:

- a) All times are in New Zealand time. The Authorisation Board reserves the right to alter the timeline, if required.
- b) Shortlisted Supplier Interviews – If you are invited to an interview, you will be required to present in Wellington at a location to be determined. It is intended that interviews will be held over a one week period, with time slots given on a first in first served basis.



4.7 Submission of Applications

- a) All Applications must be received by the Application Closing Date stated above. Applicants must submit paper copies of their Application and a CD-ROM (or) memory stick containing an electronic copy of their full Application.
- b) **Nine** paper copies of the Application document (two copies to

be provided unbound or stapled) and **Two** paper copies of the excel spreadsheet regarding financial details must be submitted in accordance with the RFP rules (Section 2 - Rules part 7. Standard Terms).

- c) If there is inconsistency between the paper and electronic copy of your Application, we will use the paper copy as the basis of our evaluation of your Application.



4.8 Application Validity Period

Proposals shall remain valid and open for acceptance for a period of not less than 180 days as calculated from the Closing Date.



4.9 The rules

This Application is subject to the standard conditions provided in Section 2 - Rules part 11 General terms of this RFA document.



4.10 Interpreting this Request for Application

Words starting with capital letters can have special meaning. When used in this Request for Proposal the following words in bold have the meaning described

Authorisation Board (the “Board”)	The Authorisation Board is an advisory body appointed by the Minister to advise the Minister of Education in relation to: the approval of sponsors under Section 158B of the Education Act; and the educational performance of Partnership Schools.
Business Day	A day when most businesses are open for business in New Zealand. It excludes Saturday, Sunday and public holidays. A Business Day starts at 8.30am and ends at 5pm.
Minister of Education (the “Minister”)	The Minister of Education (Minister) is the purchaser of the Requirements. The Minister is the Sovereign in right of New Zealand who acts by and through the government of New Zealand
Ministry of Education (the “Ministry”)	The Ministry of Education (Ministry) provides secretariat services to the Board, advises the Minister on all education matters, is responsible for administering the Application process and supporting the implementation of contracted outcomes (if any).
Clarification Period	The period within which any Applicant can ask for a clarification or additional information in relation to the Application.
Closing Date	The date when Applications must be delivered to the Board’s nominated representative (other than in exceptional circumstances), as set out in paragraph 4.6 of Section 2 - Rules.
Competitor	A person or organisation that is in competition with an Applicant to operate a Partnership Kura now, or in the future.

Conflict of interest	<p>A conflict of interest happens if an Applicant (or any employee of the Applicant):</p> <ul style="list-style-type: none">has any obligation to another person that would limit the Applicant's right or ability to perform its obligations under any Contract with the Minister; orhas any other interest which would be likely to adversely influence the Applicant's performance of its obligations under any Contract. <p>A Conflict of Interest means that the Applicant's independence, objectivity or impartiality can be called into question. A conflict of interest may be:</p> <ul style="list-style-type: none">• actual: where the conflict currently exists• potential: where the conflict is about to happen, or could happen, or• perceived: where other people may reasonably think that an Applicant is compromised.
Confidential Information	<p>Information that:</p> <ul style="list-style-type: none">is by its nature confidentialis marked by either the Board, the Ministry or an Applicant as 'Confidential', 'Commercially Sensitive'is provided by the Board, the Ministry, an Applicant, or a third party 'In Confidence'the Board, Ministry or an Applicant knows, or ought to know, is confidentialis of a sensitive nature, or commercially sensitive to the Board, Ministry, an Applicant or a third party.
Contact Person	<p>The appointed official who is the single point of contact for all Applicant enquiries and other matters relating to this RFA.</p>
Contract	<p>The legally enforceable written contract for the operation of the Partnership Kura arising as a result of this RFA.</p>
Draft Agreement	<p>Means the Partnership Kura Key Agreement Terms and Principles attached as Schedule 1 to this RFA.</p>
Evaluation Criteria	<p>The criteria used by the Board to evaluate Applications.</p>
Expense	<p>Any actual and reasonable out-of-pocket costs that will be incurred by the Applicant in the delivery of the Requirements.</p>
GETS	<p>Government Electronic Tenders Services www.gets.govt.nz</p>
GST	<p>The value added tax under the Goods and Services Tax Act 1985, as amended.</p>
Intellectual Property	<p>An intangible asset that consists of human knowledge or ideas. Some examples are patents, copyrights, trademarks, design, software and similar industrial, commercial or artistic property.</p>
Partner / Subcontractor	<p>A named party (person or organisation) working in collaboration with or under a sub-contracting arrangement with the Applicant to deliver the service.</p>
Preferred Applicant(s)	<p>The Applicant(s) have been approved by the Minister, to enter into negotiations, with a view of being awarded a contract.</p>
Application	<p>A written offer submitted in response to this RFA.</p>

Recommended Applicant(s)	Following the evaluation of Application(s) the Applicant(s) who's Application(s) have been ranked overall as the top scoring Application(s) and are recommended to the Minister to be considered for Preferred Applicant status.
Request for Application (RFA)	Request for Application (RFA) is this document, including all its parts. It is an invitation to all Applicants to submit an Application.
Requirements	The services more fully described in Part 1 Our Requirements of this RFA
Schedule	Any schedule to this RFA that is to be read in conjunction with this RFA.
Applicant	A person, business, partnership, company or organisation that submits an Application in relation to this RFA.
Successful Applicant	Following successful negotiations the Applicants (if any) who are awarded a contract.
\$	Unless otherwise stated all currency is in New Zealand dollars, and exclusive of GST.

5 Evaluation Process

5.1 How your Application will be evaluated

It is intended that the evaluation process will include the following phases:

- i. initial evaluation of the Executive Summary;
- ii. detailed assessment of Application's against the Evaluation Criteria;
- iii. extent of acceptance of the Draft Agreement for Service;
- iv. each Application allocated an initial evaluation score;
- v. requests for clarification and/or additional information from Applicant(s) (if required);
- vi. evaluation scores amended or confirmed (including assessment against the Government's priorities) and a short list of Applicants determined;
- vii. if required, assessment of short listed Applicant's interview based on a meeting agenda provided by the Contact Person;
- viii. evaluation score updated and a revised (if any) list of Recommended Applicants determined;
- ix. reference checks for Recommended Applicant(s) confirming their capability and capacity with nominated referees;
- x. evaluation score updated and a revised (if any) list of Recommended Applicant(s) determined;
- xi. Recommended Applicants (if any) evaluated against the Government's priorities and ranked;
- xii. Recommended Applicant(s) considered for approval by the Minister;
- xiii. Minister approves Preferred Applicant(s)
- xiv. contract negotiations with Preferred Applicant(s);
- xv. awarding of Agreement to Successful Applicant(s) (if any), in the agreed form; and

- xvi. execution of Agreement with Successful Applicant(s) (if any), in the agreed form.

Note: The Minister is under no obligation to award any contract to any Applicant if satisfactory agreement cannot be reached.

Note: The evaluation team may undertake due diligence relating to any Applicant(s) at any time during the evaluation process, including the reference checks referred to above. This process will be managed by the Ministry.

5.2 Evaluation Weightings by Category

The following table sets out the weightings that will be applied to the assessment of compliant Applications.

Category	Information	Weight
Applicant Profile	General Information about the Applicant and their partners, describing nature of business, commitments and established quality and related systems.	Risk Assessment
Purpose and Goals	Describes the Applicant's reasons for wanting to operate a school, and provides the distinctive purpose and the performance goals it proposes to achieve.	15%
Education Plan	Details around how the school will be structured, the learning experience students will have there and how they intend to evaluate the performance of both individual students and the school as a whole.	35%
Business Plan (excluding financial forecast)	Details of how the school will be managed, students recruited, accommodated and funded.	17.5%
Operational Plan	Details covering the Applicant's proposed student policies and procedures, personnel and quality health and safety systems.	17.5%
Financial (as contained within section Business Plan)	Details of the proposed 3-year budget and associated financial considerations.	15%
Agreement	Feedback from Applicants in relation to the draft agreement provided with or soon after release of RFA.	0%
Total		100%

5.3 Summary evaluation criteria by question

RFA Section/Question	Section Name	Description
4. Executive Summary		
Q1	Executive Summary	This criterion seeks to establish the distinctive vision and mission, the school's performance goals and what the school will look like in 5-10 years An initial assessment will be made on the basis of this summary.

5. Statement of Purpose and Goals		
Q2	Statement of Purpose and Goals	<p>The statement of purpose and goals expands on the executive summary articulating the reason for the opening of the school.</p> <p>This criterion seeks to establish the distinctive vision and mission, defines the school's performance goals and how these will be achieved and outlines the Applicant's perceived advantages and how this will meet or exceed the requested outcomes.</p>
6. Educational Plan		
Q3-5	Curriculum	<p>Applicants are required to demonstrate:</p> <ul style="list-style-type: none"> • a thorough understanding of the curriculum they propose to use; • clear rationale as to why it has been proposed and if not the NZC or TMoA, how it aligns with the key elements of one of these; • how it will be delivered to each year level; and • how it will meet the needs of the proposed student population.
Q6-12	Learning environment and teaching	<p>Applicants are to detail their proposed instructional methods, identifying any distinctive approaches and how these will deliver the anticipated educational outcomes. Applications are required to demonstrate how their learning environment and teaching practice will support the engagement of, and address the needs of, the Government's priority groups.</p>
Q13	Student progress and achievement	<p>This criterion seeks to assess the qualifications that will be offered by the school, how this will be measured, tracked and reported, and how assessments / aromatawai will be used to tailor instruction to student needs and improve student outcomes.</p>
Q14	Parent / Family / Whānau / Community Involvement	<p>Applicants are required to detail how they propose to work with, develop partnerships with, communicate to parents/family/whānau and community to:</p> <ul style="list-style-type: none"> • promote high attendance; • strengthen support for learning; • encourage parent/family/whānau/community involvement in school operations; and • communicate the school's progress and achievements.
Q15-17	Community participation	<p>This criterion seeks to understand the proposed relationship that the school intends holding with community agencies and organisations that serve students who attend school and detail specific commitments to enrich the learning opportunities of the school's students.</p>
Q18-19	School organisation and culture	<p>Applicants are required to demonstrate they have well considered principles regarding how the school will be organised and how this will</p>

		support student learning and provide in sufficient detail the proposed school calendar covering daily hours of operation, timetable and the way the school day and year will be organised for instruction, assessment, and all other key school activities.
Q20	Safe learning environment	Applicants are required to provide an overview of the school's philosophy and methodologies regarding student behaviour, discipline and participation in school activities.
Q21-22	PD for teachers, administrators and other school staff	Applicants are required to detail proposed professional development for teachers, administrators and other school staff, demonstrating how this will enable the school to both meet the needs of priority students and support achievement of the educational outcomes.
7. Business Plan		
Q23-24	Governance, management and administration	This criterion seeks to establish that the proposed governance and management structures are appropriate for the size and type of school being proposed.
Q25	Planning and establishment	Applicants are required to provide a detailed implementation and establishment plan that demonstrates clear understanding of the actions and priorities required to establish a school.
Q26-28	Financial forecast	The financial section of the Application is embedded within the Business Plan. Applicants are required to: <ul style="list-style-type: none"> • provide a detailed financial forecast of the first three years of the contract; • detail how the Applicant will ensure the availability of funds throughout the year; • financial management and accounting policies and controls to provide fiscal accountability; and • detail any additional funding (to that provided by the Crown) describing what the funds will be used for and the relationship that will exist between the funder and the school.
Q29-30	Facilities	This criterion seeks to assess the proposed facilities and strategies for asset management and maintenance to ensure that the quality of the facilities is maintained.
8. Operations Plan		
Q31	Enrolment and school marketing	This section requires Applicants to describe their proposed enrolment targets and how the school will expand to meet these requirements and how the school and its program will: <ul style="list-style-type: none"> • be publicised to the community; • target parents/family/whānau who may not be engaged in their child's learning; and • identify and develop key relationships with community organisations.
Q32	Timeline for registering and enrolling	This section seeks to understand the proposed enrolment policy and timeline for registering and enrolment of students for 2015, and that

		demonstrates the Applicant's experience in executing this particular set of actions.
Q33	P&P for withdrawal, suspension and expulsion of students	Applicants are required to detail the suspension, expulsion and other disciplinary policy and procedures of the proposed school, the criteria for taking such actions and how this aligns with legislation and Ministry guidelines.
Q34	Key Leadership Roles	Applicants are required to table the names and qualifications of persons that will hold key leadership roles (and provide CVs or job descriptions as an appendix), and detail the standards that will be used in recruiting teachers and other staff, including the depth of experience and the personal qualities that will be sought.
Q35	Recruitment processes	Applicants must demonstrate a strong understanding of a quality approach to source and recruit teachers, administrators and other school staff.
Q36	Professional backgrounds and personal qualities of staff	This criterion requires Applicants to describe the types of people that they seek to employ as teachers and other staff reflecting how these will compliment the vision and mission of the school.
Q37-38	Employment Policies	Applicants are required to detail policies relating to salaries, contracts, performance evaluation and other matters relating to staff, attaching policies as an appendix.
Q39	Performance management and appraisal	Applicants are required to describe how teaching practices will be assessed including staff assessment processes.
Q40	Volunteers and contractors	Applicants who propose to use volunteers and/or contractors must provide details on: <ul style="list-style-type: none"> • the proposed roles; • how they will be organised to accomplish the school's mission and goals; and • how they will be identified, vetted and trained.
Q41	Health and Safety	This criterion seeks to have Applicants demonstrate their, understanding of the range of health and safety requirements applicable to the delivery of a incident free school environment, and capability to establish and apply these effectively.
Other Sections – not weighted		
Section 9. Acceptance of draft Agreement		Applicants are required to table any comments or proposed amendments in relation to the draft agreement released with the RFA. The legal work stream will undertake a review to consider the comments/amendments and provide legal advice to the Ministry as required.
Section 10. Assumptions, Risks and Caveats		Applicants are required to table all assumptions, risks and caveats (aka tags) made throughout the Application that will be considered by Authorisation Board members seeking to determine the extent to which an Applicant is committed to its purpose and goals.
Section 11 – Applicant declaration		Acceptance required to be deemed compliant

	for acceptance into the evaluation process.
Section 12 – Applicant Checklist	Not evaluated – provided strictly as a checklist to Applicants when submitting the application.
Shortlisted Applications – Shortlisted Applications will undergo the following additional assessment	
Applicant Interviews	Shortlisted Applicants will be invited to an interview with Authorisation Board members. Some questions will be varied and relate specifically to aspects of the Applicant's submitted proposal.
Due Diligence	Applicants will undergo a financial health check, using a reputable agency (e.g. Dunn & Bradstreet) to ensure successful Applicants have a robust financial history. Reference checks will be completed for shortlisted Applicants and facilities proposed by shortlisted Applicants may be subject to site visit by Ministry officials to validate the fit for purpose.

5.4 Evaluation scale

Each section will be evaluated using the following scale:

Rating	Definition
Excellent	Exceeds the requirement. Exceptional demonstration by the Applicant of the relevant ability, understanding, experience, skills, resources and quality measures required to deliver the outcomes. Application identifies factors that will offer potential added value, with supporting evidence.
Good	Satisfies the requirement with minor additional benefits. Above average demonstration by the Applicant of the relevant ability, understanding, experience, skills, resources and quality measures required to deliver the outcomes. Application identifies factors that will offer potential added value, with supporting evidence.
Acceptable	Satisfies the requirement. Demonstration by the Applicant of the relevant ability, understanding, experience, skills, resources, and quality measures required to deliver the outcomes with supporting evidence.
Minor Reservations	Satisfies the requirement with minor reservations. Some minor reservations of the Applicant's relevant ability, understanding, experience, skills, resources and quality measures required to deliver the outcomes, with little or no supporting evidence.
Serious Reservations	Satisfies the requirement with major reservations. Considerable reservations of the Applicant's relevant ability, understanding, experience, skills, resources and quality measures required to deliver the outcomes, with little or no supporting evidence.
Unacceptable	Does not meet the requirement. Does not comply and/or insufficient information provided to demonstrate that the Applicant has the ability, understanding, experience, skills, resources and quality measures required to deliver the outcomes, with little or no supporting evidence.

5.5 Contestable, competitive process

- a) Although this RFA process is contestable and competitive, it differs from other more traditional procurement processes in that the Authorisation Board is not looking to necessarily recommend that only one Partnership Kura be established as a result of this RFA process. Rather, it is possible that the Board might recommend to the Minister that a number of Applications be considered for contracts.
- b) The competitive aspect of this process derives from the fact that, funding available to establish Partnership Kura will be limited, and successful applications will satisfy all of the criteria to an acceptable standard. Therefore, the Authorisation Board will be looking to recommend the best quality Applications to the Minister within the amount of funding available for the particular round of Applications. Further, another competitive situation may arise if two or more Applications are received which propose establishing a Partnership Kura in broadly the same location (as this might impact upon whether the Board considers it is viable for two or more Partnership Kura to be established in close proximity).
- c) Until Applications are received, the Board will not know how many Applications might be recommended to the Minister as this will depend on factors including the size of and location of the Partnership Kura being proposed and the quality of the Applications received.

6 Notes to completing the Application

- a) When responding to this RFA, Applicants are required to submit the following information as part of their Application:
 - i. completed Applicant contact details and school overview in the form set out in Part two sections 1 to 3 of this RFA;
 - ii. a section that responds to all of the questions under each of the requirements outlined in sections 4 to 8 of Part two of this RFA;
 - iii. if the Applicant does not accept the Draft Agreement in its entirety, a completed table of proposed Draft Agreement derogations in the form set out in section 9 of this document RFA;
 - iv. a completed table of assumptions, risks, and caveats in the form set out in section 10 of Part two of this RFA;
 - v. a completed compliance checklist in the form set out in section 12 of Part two of this RFA; and
 - vi. a completed and signed Application Declaration in the form set out in section 11 of Part two of this RFA.
- b) The information required under 1 must be presented in the following manner:
 - i. the information must be presented in a Word document format (.doc or.docx) and must be compatible with Microsoft Word 2010 (except financial/commercial information which is to be included in an Excel spreadsheet in .xls or .xlsx format, compatible with Microsoft Excel 2010);
 - ii. assumptions relating to information contained in an Excel worksheet must be included in that same document;
 - iii. all text is to be in Arial font (or equivalent) in font size 10;

- iv. questions under each of the requirements outlined in sections 3 to 7 of Part Three of this RFA must be answered in the order they are provided in the RFA; and
 - v. each question under each of the requirements outlined in sections 3 to 7 of Part three of this RFA should be answered separately. Do not rely on information included in your Application to answer one question, being counted for the purpose of answering another question.
- c) Limit your application to no more than 100 pages in total (excluding the exceptions noted on the Application Form)

7 Standard Terms

This RFA process is subject to the following Terms.

7.1 Basic requirements

7.1.1 Terms

- a) This RFA, including all Schedules, sets out the terms upon which Applicants may submit Applications. These terms are non-negotiable.
- b) Any suitably qualified and experienced Applicant may submit an Application in response to this RFA.
- c) Each Applicant should carefully read this RFA to ensure that its Application complies with the terms. By submitting an Application the Applicant accepts that it is bound, without reservation or variation, by the terms set out in this RFA.
- d) The Ministry is not required to accept any Application for evaluation that does not comply with these terms.

7.1.2 Indicative timeline

- a) The indicative timeline for this RFA is stated in the RFA – Part One Section 4 (paragraph 4.6). Please note that these dates and times may be subject to change at the sole discretion of the Ministry. The Ministry will notify Applicants of any changes to these dates or times by notice posted on GETS or by contacting each Applicant directly.

7.1.3 Contact Person

- a) All enquiries regarding this RFA must be directed to the Contact Person, whose details are provided in the RFA – Part One Section 4 (paragraph 4.4). The Ministry requests that email be used for all communications in relation to this RFA.
- b) Only the Contact Person, and any person authorised by the Contact Person, are authorised to communicate with Applicants regarding any aspect of this RFA. Where an Applicant has an existing contract with the Ministry then business as usual communication, for the purpose of that contract, will continue using the usual contacts. Applicants must not use business as usual contacts to attempt to lobby the Ministry or the Board, solicit information or discuss any aspect of this RFA. The Ministry reserves the right to disqualify an Applicant from further participation in this RFA process if the Applicant acts in a way that is not in accordance with this paragraph 7.1.3.

- c) The Ministry will not be bound by any written or oral statement made by any person, other than the nominated Contact Person.
- d) The Ministry may change the Contact Person at any time. The Ministry will notify Applicants of any such change by posting a notice on GETS or by contacting each Applicant directly.

7.1.4 Applicants' obligations

- a) Each Applicant will be considered to have:
 - i. examined the RFA and any documents referenced in the RFA and any other information provided by the Ministry;
 - ii. considered all of the risks, contingencies and other circumstances relating to the operation of a Partnership Kura and included adequate provision in its Application to manage such risks and contingencies; and
 - iii. obtained independent advice (including legal and accounting advice as required) before making a decision to submit an Application;
 - iv. satisfied itself as to the correctness and sufficiency of its Application;
 - v. listed any assumptions made in putting forward its Application; and
 - vi. provided all referees/references requested by this RFA at the time it submits its Application.

7.1.5 Ethics

- a) Applicants must not, in relation to any representative of the Board, Ministry or the Minister's Office, directly or indirectly:
 - i. approach, contact, lobby or solicit information concerning any aspect of this RFA; or
 - ii. attempt to influence, or provide any form of personal inducement, reward or benefit.
- b) A representative of the Board, the Minister's Office or the Ministry includes any employee, consultant, contractor or advisor engaged by the Board, the Minister or the Ministry. Any Applicant, who attempts to do anything prohibited by the above clause, will be immediately disqualified from this RFA process.

7.1.6 Anti-collusion

- a) In submitting an Application each Applicant is required to provide a warranty that its Application has not been prepared with consultation, communication, contract, arrangement or understanding with any other Applicant (unless for a collaborative joint venture, consortium or sub-contracting purposes).
- b) Applicants must indicate if they intend any person or organisation, who is not an employee, to sub-contract or enter partnering arrangements to provide any of the services that relate to the operation of the Partnership Kura. The partner/sub-contractor's details including the services they are responsible for must be provided.
- c) The Ministry reserves the right, at its discretion, to report suspected collusive or anti-competitive conduct by Applicants to the appropriate authority and to provide that authority with any relevant tender information.

7.1.7 Confidentiality

- a) Subject to sub-paragraph c of this paragraph 7.1.7 the Ministry, and each Applicant, will keep confidential all Confidential Information provided by the other. Other than as contemplated under sub-paragraph c below of this paragraph 7.1.7, no Confidential Information will be provided to a third party without the other's prior written consent.
- b) Where an Application contains information, such as intellectual property, that an Applicant considers should be held as confidential, the Applicant must clearly identify the information and mark it 'confidential' or 'commercially sensitive'. The Applicant may be asked by the Ministry to indicate the reason why such information should be held as confidential.
- c) Applicants acknowledge that the Minister (and any other Minister of the Crown), the Ministry and the Board's obligations under the above clause are subject to the requirements imposed by statute (e.g. Official Information Act 1982, the Privacy Act 1993) and parliamentary convention. The Ministry's obligation to keep the Applicant's information confidential will not be breached if the information is disclosed by the Ministry to the appropriate authority because of suspected collusive, or anti-competitive tendering behaviour.

8 Preparing an Application (Detailed)

8.1 Clarification Period

- a) Each Applicant must satisfy itself as to the interpretation of the RFA, and should, where there is any perceived ambiguity or uncertainty in the RFA documents, seek clarification.
- b) During the period from the date the RFA is issued to the deadline for Applicants' questions, stated in the RFA Part One – Section 2 - 4.6 (Clarification Period ends), Applicants may contact the Contact Person to request clarification of any matter regarding the RFA or to request additional information.
- c) All such requests must be made by email to the nominated Contact Person whose details are provided in the RFA Part One - Section 2 (paragraph 4.4). When sending an email the Applicant should request a 'read receipt'. Please allow a reasonable period of time for the Ministry to respond to a request. Requests will be dealt with by the Ministry during standard Business Days and hours.
- d) The Ministry is not required to respond to any request received after the Clarification Period, although it reserves the right to do so.
- e) If the Ministry considers a request to be of sufficient importance to all Applicants, it may post a copy of the request (without identifying the Applicant) along with the answer on GETS or provide this to each Applicant directly. In deciding whether or not to publish the question and answer the Ministry will take into account the risk of disclosing information which may be commercially sensitive to an Applicant's business, such as Intellectual Property Rights. Otherwise, the Ministry may respond directly to individual Applicants where it considers it desirable to do so.

8.2 Completing the Application

- a) Applications must follow the format set out in the relevant templates in Part Two of this RFA (as described in this document Section 2 paragraph 6). Applicants must provide all information requested in this RFA in their Proposal, and in the format specified in this RFA or in response to a request for clarification.
- b) Failure to provide all information required by the Ministry may result in the Application being rejected as being non-conforming.
- c) Please print Applications double-sided. Please minimise the use of non-recyclable or non-reusable materials, such as plastic report covers, plastic dividers, vinyl sleeves and binding materials. Two-ringed binders, glued materials, paper clips and staples are acceptable. Applications should be submitted in a format which allows for easy removal and recycling of materials.

8.3 Joint Applications

- a) Applicants may submit joint Applications, so long as the requirements of this RFA are met. Any joint Application must clearly identify:
 - i. all of the parties who are submitting the joint Application;
 - ii. the nature of the relationship between the parties for the purpose of the joint Application;
 - iii. confirmation that all parties are committed to the relationship and the joint Application;
 - iv. the specific parts of the service each party will be responsible for delivering;
 - v. which party, parties or other legal entity will ultimately be the Sponsor for the purpose of the agreement to be entered into with the Minister;
 - vi. the structures set up by the parties that support good governance and accountability and financial and contract management; and
 - vii. be signed by all parties.
- b) In evaluating a joint Application the Ministry and the Board may take into account, in its evaluation, any complexity or risk presented by a joint Application.
- c) A joint Application must be a genuine joint venture with the services to be performed for the operation of a Partnership Kura being provided on a joint and fully integrated basis.

8.4 Language and price

Applications must be in English and prices are to be quoted in New Zealand dollars exclusive of goods and services tax (GST).

8.5 Application costs

Each Applicant must meet all of its own costs associated with the preparation and presentation of its Application and any negotiations.

8.6 Offer validity period

Applications shall remain valid and open for acceptance for a period set out in the RFA – Section 2 (paragraph 4.8) as calculated from the Closing Date.

8.7 Reliance on the Application

- a) Each Applicant must ensure that all information provided to the Ministry is complete and accurate. The Ministry is entitled to rely upon all information provided by an Applicant in its Application and in any correspondence or negotiations with the Minister, or the Minister's representatives.
- b) If the Applicant discovers or is notified of any errors, omissions or inaccuracies in its Application, after the closing date, and the correction of such errors, omissions or inaccuracies would not result in a material change to the Application, the Applicant will notify the Ministry of any correction required. The Ministry is not required to take the correction into account when evaluating the Application, but may do so if it so chooses.

8.8 Ownership of documents

- a) All documents forming the Application will, when delivered to the Ministry, become the property of the Ministry. Applications will not be returned to Applicants at the end of the process.
- b) Ownership of Intellectual Property Rights does not pass on an Application being delivered to the Ministry. However, the Applicant grants to the Ministry a license to retain, use, disclose and copy information contained in the Proposal for any purpose related to this Application process.
- c) This RFA and any other documents supplied by the Ministry to the Applicants, remain the property of the Ministry. Each Applicant may only distribute this RFA to the extent necessary for the purposes of preparing its Application.

9 Submitting an Application

9.1 Submitting an Application

- a) Applications must be presented and submitted to the Ministry in the manner set out in the RFA – Part two - Section 6.
- b) Applications must be delivered to the Ministry by the deadline for Applications (Closing Date) stated in the RFA – Part two Section 4 (paragraph 4.6).
- c) Once submitted, an Application is irrevocable for 180 days from the Closing Date, and may not be withdrawn or modified during that period except with the Ministry's written consent.
- d) The Ministry accepts no responsibility for Applications delivered to the wrong address, or which, for whatever reason, are not received.
- e) The Ministry will acknowledge receipt of each Application by email.
- f) By submitting an Application each Applicant warrants that all information provided by it to the Ministry, is complete and accurate in all material

respects. Each Applicant also warrants that the provision of that information, or its use by the Ministry, will not breach any third party Intellectual Property Rights.

- g) Where the Ministry has requested the Application in hard copies and an electronic copy, and there is a difference between the hard copy and the electronic copies, the hard copy will prevail.

9.2 No binding legal relations

Applications are submitted on the basis that no binding legal relations with the Minister or the Ministry are created unless, and until, a written contract between the Minister of Education and the Successful Applicant(s) is signed by both parties.

9.3 Late Applications

- a) The Ministry does not intend to accept any Application that it receives after the Closing Date, other than in exceptional circumstances.
- b) In particular, the Ministry will not accept a late Application if it considers that:
 - i. there is any risk of collusion on the part of an Applicant or Applicants;
 - ii. the Applicant may have knowledge of the content of any other Application; and/or
 - iii. it would be unfair to any other Applicant (who has met all of the RFA terms) to accept the late Application.
- c) The Ministry reserves the right to accept any late Application, where it considers that there is no material prejudice to other Applicants.

10 Evaluation of Applications

10.1 Evaluation

- a) The Ministry and the Board comprise of members chosen for their relevant expertise and experience and make up the evaluation team. Applicants must not communicate with any member of the evaluation team.
- b) The Ministry and the Board will evaluate each Application in accordance with the methodology set out in Evaluation of Applications (Section two - paragraph 5).
- c) The Ministry and the Board may undertake due diligence relating to any Application at any time during the evaluation process. The Ministry and the Board may, at its sole discretion, invite independent advisors to evaluate any Application, or any aspect of any Application.
- d) Applicants should note that, while the Ministry and the Board may conduct interviews, site visits and reference checks, it intends to base its evaluation primarily on the written Application submitted in response to this RFA. Applicants are therefore encouraged to submit their best and unconditional Applications in the first instance.

10.2 Clarification

- a) The Ministry may request clarification and additional information from any Applicant about any aspect of an Application. The Ministry is not required to request the same clarification or information from each Applicant.
- b) The Applicant must provide the clarification or additional information in writing and within the reasonable time notified by the Ministry. The evaluation team may take such clarification or additional information into account in evaluating the Application.
- c) If an Applicant fails to respond adequately or in a timely manner to any request for clarification or additional information, the Ministry and the Board may cease evaluating the Application without further notifying the Applicant.

10.3 Collection of further information

- a) Each Applicant authorises the Ministry to collect any information (except commercially sensitive pricing information) from any relevant third parties (such as a referee or previous or existing client) and to use that information as part of its evaluation of the Application.
- b) Each Applicant must ensure that all referees provided in support of its Application agree to provide a reference and are appropriately briefed on the Application. To facilitate discussions between the Ministry and the Board and referees, each Applicant waives any confidentiality obligations that would otherwise apply to information held by any referee, with the exception of commercially sensitive pricing information.

10.4 Shortlisted Applicant(s) Interviews

- a) Following the initial evaluation process, the evaluation team may select one (or more) short-listed Applicants. The shortlisted Applicant will be notified and advised of the process and timeline for interviews.
- b) Interviews will be held in Wellington at a location to be determined within the time periods noted in Section 2 Paragraph 4 of this RFA.
- c) Such notification does not constitute acceptance by the Ministry or the Board of the Application, or imply or create any obligation on the Minister to enter into negotiations with, or award a contract to any Preferred Applicant.
- d) Each Applicant that is not a shortlisted Applicant will be notified that:
 - i. its Application has not been shortlisted; or
 - ii. its Application is currently not shortlisted but may be so if Applications that have been shortlisted turn out to be unsuitable.

10.5 Recommended Applicant(s)

- a) Following the evaluation process and shortlisted Applicant presentations, the evaluation team may select one (or more) Recommended Applicants.
- b) The Recommended Applicants will be provided to the Minister, to be considered for Preferred Applicant status.

10.6 Preferred Applicant(s)

- a) Preferred Applicants are those which have been approved by the Minister to enter into negotiations.
- b) Approval by the Minister does not constitute acceptance by the Ministry, Board or the Minister of the Application, or imply or create any obligation on the Minister to award any contract to a Preferred Applicant.
- c) Each Application that is not a Preferred Applicant will be notified that:
 - i. its Application has been unsuccessful, or
 - ii. its Application is currently not preferred but may be so if an Application that is preferred turns out to be unsuitable.

10.7 Negotiations

- a) The selection of the Successful Applicant(s) will be influenced by the willingness of the Preferred Applicant(s) to negotiate any outstanding issues in a responsive and co-operative manner.
- b) The Minister may discontinue negotiations with any Preferred Applicant at any time, for any reason and may select additional Preferred Applicant(s) at any time.

10.8 Successful Applicant(s)

On successfully completing negotiations and upon the Minister's agreement the Ministry will inform all other Applicants of the outcome and the name(s) of the Successful Applicant(s), if any.

10.9 Applicant debrief

Following the award of the Contract, the Ministry will provide a debrief by letter, email, phone or face to face meeting. The debrief will aim to:

- i. provide the reasons why an Application was not successful;
- ii. explain how the Application performed against the evaluation criteria;
- iii. indicate the relative advantages/strengths of the successful Application(s); and
- iv. answer any concerns or questions from the Applicant other than questions or concerns that relate to the content of another Applicant's Application.

11 General terms

11.1 Form of contract

- a) Each Applicant agrees that any legally binding contract entered into between the successful Applicant and the Minister will be essentially based on the Draft Agreement set out in Schedule 1 of this RFA.

- b) An Applicant's acceptance, or otherwise, of the contractual terms and conditions set out in Schedule 1 of this RFA is one of the criteria that the Ministry and the Board will take into account when evaluating Applications.
- c) The Minister reserves the right to amend the Draft Agreement following negotiations with the successful Applicant.

11.2 Status of RFA / Application

- a) Neither the RFA any Application, nor the RFA process shall create any legal relationship between the Board, the Minister and/or Ministry and an Applicant. This RFA process does not give rise to a process contract.
- b) No contract shall arise between the Minister and an Applicant, until a formal written contract is signed by the Minister and the successful Applicant.
- c) If there is any conflict, or inconsistency between the terms set out in this RFA and the terms contained in an Applicant's Application, the terms and conditions set out in this RFA shall prevail.

11.3 Ministry and Board's rights

In addition to any other term described in this RFA, the Ministry and/or the Board reserves the unrestricted rights, at any time, to:

- i. not consider any Application;
- ii. amend, suspend or cancel this RFA process, or any part of this RFA process;
- iii. change any date in this RFA process on the proviso that any material change is notified to Applicants by a notice published on GETS or directly to each Applicant;
- iv. delete, change or add to any requirement contained in the Requirements (RFA Part Two – Sections 3 to 6) prior to the Closing Date on the proviso that any material change is notified to Applicants by a notice published on GETS or directly to each Applicant;
- v. reject or accept any non-compliant Application;
- vi. reject or accept any alternative Application;
- vii. reject or not consider any further information that the Applicant may provide that is received subsequent to the lodging of an Application;
- viii. accept any Application for evaluation that is not received by the Closing Date;
- ix. seek clarification of any Application;
- x. re-invite Applications;
- xi. re-issue the RFA;
- xii. take into account any relevant information that the Ministry may have in its possession and make enquiries of any person in order to assist in the evaluation process;
- xiii. recommend to the Minister that the Minister should not enter into any contract with any Applicant, or should enter into one or more contracts with any Applicant or Applicants;

- xiv. exclude any Applicant from this RFA process where the Applicant has breached a term of this RFA;
- xv. give whatever weight it considers appropriate to any policy or criteria relating to the participation in this RFA process or the evaluation of any Application;
- xvi. liaise or negotiate with any Applicant without disclosing this to, or doing the same with, any other Applicant;
- xvii. provide or withhold from any Applicant information in relation to any question arising in relation to this RFA process. Information will only be withheld if it is deemed unnecessary, is commercially sensitive to an Applicant, or is inappropriate to supply at the time of the request;
- xviii. deal separately with any divisible element/s of the Requirements, or any Application, unless the Application specifically states that those elements must be taken collectively; and
- xix. otherwise run this RFA process as it sees fit.

11.4 Conflict of Interest

Each Applicant must include a Conflict of Interest Declaration with its Application. Each Applicant must immediately inform the Ministry should a Conflict of Interest arise during the RFA process.

11.5 Public statements

Applicants must not issue any public statement in relation to this RFA, or any subsequent contract awarded, without the prior written approval of the Ministry or its nominated representative.

11.6 New Zealand law

The laws of New Zealand shall govern this RFA and each Applicant agrees to submit to the exclusive jurisdiction of the New Zealand courts in respect of any dispute concerning this RFA, their Application or the RFA process.

11.7 Disclaimer

Whilst all reasonable care has been taken in compiling this RFA, the information and details are presented in good faith, no warranty (expressed or implied) is given by the Ministry as to the completeness or accuracy of the documents or information contained herein.

11.8 Involvement of Ministry officials

The Ministry and the Board reserves the right to seek and receive administrative support and advice from the Ministry officials (or officials in any other government department as required) in order to assist the Ministry and the Board to undertake any of its functions under this RFA.

Appendix I - Legislative comparison of different schooling types

The following table sets out in summary the legislative differences between the different types of schools recognised under the Education Act.

Factor	Partnership Kura	State School	Section 155 – Kura Kaupapa Māori	Section 156	State-integrated	Private
Legal status	Fixed term contract	Crown entity	As per state school	As per state school	As per state school	Private business
Character	Any special character will be defined by the Sponsor and set out in the school's mission statement	Secular	Secular. Must adhere to Te Aho Matua (a teaching and learning philosophy). Te Reo Māori is the principal language of instruction. Can have other special characteristics. Name of the school must begin with the words 'Te Kura Kaupapa Maori o'	Secular. Must provide education of a designated character that differs significantly from that of an ordinary state school, and is not available at any other reasonably convenient state school.	Must provide education with a special character within the framework of a religious or philosophical belief.	Can have any type of character.
Guardian of character	Sponsor	State	Te Runanga Nui o Te Aho Matua has the right to define Te Aho Matua; approve any English translation; and be consulted about ability of a school to operate in accordance with Te Aho Matua	State	Proprietor	School managers
Governance	Governance model determined by Sponsors	Board of trustees elected by parents and staff every three years. Usually comprise five parents, the	As per state school	As per state school	As per state school	Governance model determined by school managers

		principal, a staff member, and a student representative in secondary schools.				
Opening, merging and closing	<p>A specially convened Authorisation Board undertakes a rigorous due diligence on proposals. The Minister of Education makes the final decision to approve or decline proposals.</p> <p>Partnership Kura will have a fixed term contract with the Crown. The contract will have clearly defined outcomes that the Sponsor will be held to account for achieving. The contract can be renewed or revoked depending on the performance of the Sponsor.</p>	<p>Minister decides to open (with Cabinet approval), merge and close schools.</p> <p>Decisions usually based on network management need – e.g. increasing or declining rolls in an area. Boards can ask for a voluntary closure or merger, or Minister can direct them to close or merge.</p>	<p>Parents of at least 21 prospective students must apply. Minister has absolute discretion to open to manage fiscal risk.</p> <p>Te Runanga Nui o Te Aho Matua consulted over closure, but Minister makes final decision. Some restrictions on merger.</p>	<p>Parents of at least 21 prospective students must apply.</p> <p>Minister has absolute discretion to open to manage fiscal risk. Minister makes decision about closure. Some restrictions on merger.</p>	<p>Proprietor of an existing private school applies for integration. If Minister approves application, an integration agreement is signed and sealed by the proprietor and the Minister. Network impacts taken into account. Integration agreement can be cancelled by the mutual agreement of the Minister and the proprietor.</p> <p>It is not legally possible for state integrated schools to merge. If a board wants to bring two or more integrated schools together, the proprietor should be consulted.</p>	<p>Any fit and proper candidate can apply. If school meets the private school standards, it can be registered. These include: a roll of 9 or more students; suitable premises, staffing and equipment; a curriculum for teaching, learning and assessment; and tuition of a standard no lower than at state schools.</p> <p>Fiscal risk is managed by having a capped pool of funding for private schools so any new school reduces the funding for all schools. Have to inform Secretary for Education if close.</p>
Accountability	Partnership Kura have a fixed term contract with the Crown. The contract has clearly	Government sets expectations through the NAGs and NEG. Boards implement these	As per state school	As per state school	As per state school	Not required to implement the NAGs and NEG. Required to report to Secretary annually against their

	defined outcomes that the Sponsor is held to account for achieving. The contract can be renewed or revoked depending on the performance of the Sponsor.	through a prescribed planning and reporting cycle. Must report annually to Ministry and community on education outcomes and finance. Audited by Auditor-General, and reviewed regularly by ERO.				Government subsidy on audited transactions only. Reviewed regularly by ERO as to 'efficiency' as defined in section 35A of Education Act.
Interventions	The Secretary of Education has the power of intervention in a Partnership Kura if they have reasonable grounds to believe that there is an emergency, affecting the education or welfare of the students. In such case, the Secretary may take over the management of the school for as long as they consider it necessary.	Education Act allows a number of statutory interventions for failing boards, including appointing limited statutory manager or commissioner	As per state school	As per state school	As per state school. Must consult with proprietor before appointing limited statutory manager or commissioner.	Secretary can deregister or suspend registration if not meeting the standards.
Funding	Partnership Kura will be fully funded schools outside the state system. The funding will be non tagged to allow	Receive operational grant funding from the Ministry based on student numbers, student year levels, decile, and location.	As per state school	As per state school	As per state school	Responsible for own finances. Receive a per-student subsidy from the Government. No adjustments are made for decile or

	sponsors more decision making flexibility.	Board controls school finances.				location.
Fees	As in state schools education is free. All payments are voluntary except for charges for voluntary purchases of goods and services. Parents can be asked for donations.	Education is free, but board can require payment for items retained by the student. Parents can be asked for donations.	As per state school	As per state school	Education is free, but board can require payment for items retained by the student. Proprietor can require payment of attendance dues approved by the Ministry for capital costs.	Parents charged fees
Property	Partnership Kura are responsible for their school property and buildings. These must comply with all building legislation.	Ministry purchases school property and provides buildings. Board develops five-year plans to manage property.	As per state school	As per state school	Proprietor provides and maintains school property and buildings at state school standards	Responsible for own school property and buildings. Must comply with all building legislation. Do not need to comply with state school standards.
School management and administration	Sponsors will set their own policies for managing the school.	Set their own policies for managing the school, but must include National Education Guidelines. Includes uniform, fundraising etc	As per state school	As per state school	As per state school	Set their own policies
Suspensions, expulsions, exclusions and stand-downs	Set out in the Partnership Kura contract and linked back to the Education Act. The school can set	Education Act sets out reasons and processes for these, but schools set own policies (e.g. zero tolerance or restorative justice).	As per state school	As per state school	As per state school	These are part of the contractual arrangement with parents. State's only involvement is to be told of expulsions so another school can

	own policies.	Ministry has to place excluded student at another school, and can direct enrolment to another state school (not state-integrated)				be found.
Term dates and holidays	Set own term dates and holidays	Set by the Minister of Education – can be varied on a case by case basis	As per state school	As per state school	As per state school	Set own term dates and holidays – though may not meet registration standards if excessively long or short
Length of school day	Set own length of school day	Required to be open for certain number of half-days each year. Defined as at least two hours in the morning, and at least two hours after noon.	As per state school	As per state school	As per state school	Set own length of school day
Enrolment	Must accept all students who apply for entry and agree to adhere to the special character of the school, regardless of background or academic ability. If oversubscribed, they will conduct a ballot for available places.	Must accept all students who apply who are within the year levels of the school, unless single-sex or there is an enrolment scheme in place	Parents have to accept Te Aho Matua. Has a maximum roll set by the Secretary, and can have an enrolment scheme.	Parents have to accept the special character. Has a maximum roll set by the Secretary, and can have an enrolment scheme.	Has a maximum roll divided into preference and non-preference students. Policy and practice allows proprietor to determine who is a preference student. Can refuse an enrolment if a student would jeopardise the special character.	Free to accept or reject applicants provided human rights legislation is not broken
Curriculum	A Partnership Kura	Must use the New	As per state school	As per state school	As per state school	Can choose own

	can choose to use the NZ Curriculum or Te Marautanga o Aotearoa, or an alternative curriculum that can be mapped to the vision, principles, values and key competencies in these documents.	Zealand Curriculum or Te Marautanga o Aotearoa. Schools have flexibility to design their own curriculum that responds to the needs of their students and local community.				curriculum, but must make details about it and its programme for delivery available to parents
Qualifications and assessment	Partnership Kura can choose the qualifications and assessment framework they wish to offer, but they must demonstrate that they are recognised in NZ, provide pathways and future options, have equivalency with NCEA Level 2.	Must offer access to NCEA, but can choose to offer other internationally recognised qualifications as well. Must report against National Standards or Ngā Whanaketanga Rumaki Māori for students in Years 1-8.	As per state school	As per state school	As per state school	Can choose the qualifications and assessment framework on offer. Not required to report against National Standards or Ngā Whanaketanga Rumaki Māori.
Staff employment	Governing body employs all staff	Board employs all staff, including principal	As per state school	As per state school	As per state school	Governing body employs all staff
Teacher registration	The percentage of non-registered teachers employed at the school is negotiated as part of the contracting process	All teachers must be registered	As per state school	As per state school	As per state school	As per state school

Police vetting	Partnership Kura will follow the same requirements as state and private schools. Every person who is appointed to a position at a Partnership Kura, who is not a registered teacher or holder of a LAT and who works at the school during normal school hours or service opening hours must be police vetted.	Teachers required to be vetted through registration process. Other staff and adults who have regular contact with students are also required to be vetted.	As per state school	As per state school	As per state school	Teachers required to be vetted through registration process
Teacher salaries	Set own staffing and salary levels.	Ministry sets teacher staffing levels, and centrally-funds teacher salaries. Salary levels set through industrial bargaining regime. Schools can employ other staff and extra teachers using operation grant funding.	As per state school	As per state school	As per state school	Set own staffing levels and salary levels

Appendix II – Performance Standards

The tables in this appendix set out the performance standards that are intended to apply to the agreement with successful applicants (if any).

Notes:

- The 2015 student achievement targets listed (shaded cells) are the actual 2014 targets applicable to the contracts for the first round of Partnership Kura. These targets are equal to the actual system wide achievement of decile 3 schools for the 2012 school year. The 2015 targets will be updated to match the actual system wide achievement of decile 3 schools for the 2013 school year, prior to entering into negotiations with Preferred Applicants (if any). The Ministry will issue by way of a clarification notice the updated 2015 performance standards, when available if prior to the closing date of this Request for Application.
- There are no performance standards listed for Partnership Kura that intend to provide schooling for years 0-8 (or a variant of the same). It is expected that specific performance standards covering this type of schooling option will be developed prior to entering into contract negotiations.

11.8.1 Part A – Primary School Performance Standards

Outcome	Indicator	Metric	Performance Standard					
			2015			2016	2017	
Excellent student achievement	Achieving at or above for National Standards at the end of the year	National Standards results	Year	Reading	Maths	Writing	Trajectory to 2017 targets to be negotiated	All years \geq 85%
			1	68%	85%	77%		
			2	80%	79%	76%		
			3	82%	73%	72%		
			4	82%	77%	73%		
			5	78%	70%	67%		
			6	81%	74%	70%		
			7	72%	64%	61%		
	8	76%	66%	65%				
	Growth/value-added	National Standards results	Gather baseline information to set targets					
Strong student engagement	Unjustified absences	Measured at the end of each term through data provided to MOE	0.004 multiplied by the number of students multiplied by the number of days the school is open			0.002 multiplied by the number of students multiplied by	TBC	

				the number of days the school is open	
	Stand downs	Schools legally required to notify MOE when these occur	0	0	0
	Suspensions	Schools legally required to notify MOE when these occur	0	0	0
	Exclusions	Schools legally required to notify MOE when these occur	0	0	0
	School culture	<i>wellbeing@school</i> annual student survey	Gather baseline information to set targets		
Financially healthy	Operating surplus	Notified to the MOE at the end of each term	2% -5%	2% -5%	2% -5%
	Working capital ratio	Notified to the MOE at the end of each term	2:1	2:1	2:1
	Debt/equity ratio	Notified to the MOE at the end of each term	0.5:1	0.5:1	0.5:1
	Operating Cash	Notified to the MOE at the end of each term	Positive cash flow forecast=actual	Positive cash flow forecast=actual	Positive cash flow forecast=actual
	Enrolment variance	Notified to the MOE at the end of each term	Establishment roll	Establishment roll	Maximum roll for some schools
Targeting priority learners	Enrolment of priority groups	Number of learners who are Māori, Pasifika, students with special education needs or from low socio-economic backgrounds	75%	75%	75%
Mission-specific goal	To be negotiated				

11.8.2 Part B – Secondary School Performance Standards

Outcome	Indicator	Metric	Performance Standard		
			2015	2016	2017
Excellent student achievement	NCEA Level 1	School leavers with NCEA level1	85.2%	Trajectory to 2017 targets to be negotiated	90%
	NCEA Level 2	School leavers with NCEA level 2	74.3%	Trajectory to 2017 targets to be negotiated	85%
	Student progress years 9 and 10	Results from agreed tool(s) and OTJ	Gather baseline information to set targets		
	Student progress NCEA Level 1	Increase in student progress as shown by NCEA results	Gather baseline information to set targets		
	Student progress NCEA Level 2	Increase in student progress as shown by NCEA results	Gather baseline information to set targets		
	Student progress NCEA Level 3	Increase in student progress as shown by NCEA results	Gather baseline information to set targets		
Strong student engagement	Unjustified absences	Measured at the end of each term through data provided to MOE	0.017 multiplied by the number of students multiplied by the number of days the school is open.	0.013 multiplied by the number of students multiplied by the number of days the school is open.	TBC
	Stand downs	Schools legally required to notify MOE when these occur	1.1 days per year per 100 students	0.9 days per year per 100 students	TBC

	Suspensions	Schools legally required to notify MOE when these occur	0.24 days per year per 100 students	0.18 days per year per 100 students	TBC
	Exclusions	Schools legally required to notify MOE when these occur	0.04 days per year per 100 students	0 days per year per 100 students	TBC
	Expulsions	Schools legally required to notify MOE when these occur	0	0	0
	School culture	wellbeing@school annual student survey	Gather baseline information to set targets		
Financially healthy	Operating surplus	Notified to the MOE at the end of each term	2% -5%	2% -5%	2% -5%
	Working capital ratio	Notified to the MOE at the end of each term	2:1	2:1	2:1
	Debt/equity ratio	Notified to the MOE at the end of each term	0.5:1	0.5:1	0.5:1
	Cash flows	Notified to the MOE at the end of each term	Positive cash flow forecast=actual	Positive cash flow forecast=actual	Positive cash flow forecast=actual
	Enrolment variance	Notified to the MOE at the end of each term	Establishment roll	Establishment roll	Maximum roll for some schools
Targeting priority learners	Enrolment of priority groups	Number of learners who are Māori, Pasifika, students with special education needs or from low socio-economic backgrounds	75%	75%	75%
Mission-specific goals		To be negotiated			

Appendix III - Guidance for your Application

This section is provided as additional guidance to Applicants when responding to this Request for Application.

1 Overview

Your Application should set out how your school's unique approach to teaching and learning will raise student achievement for priority learners in your community. The application process is competitive, so you should ensure that you have thoroughly read this document for information on how to complete the application forms.

Please Note:

Your completed Application must not exceed 100 pages, including any supporting attachments (such as draft school policies). The following information does not count toward the page limit:

- Cover page
- Table of contents
- Notice of Intent to respond
- Applicant contact details
- Application questions, criteria and guideline information contained in each section of this application form
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

Although guidance information is provided for each section, you should be aware of the principles of successful Partnership Kura applications before you start filling in the application forms. Ensuring your application complies with these principles will give your application the greatest chance of success in the competitive selection process.

2 What makes a successful application?

At its heart, Partnership Kura are about raising student achievement for priority learners. Partnership Kura are offered increased flexibility over state schools in return for achieving specified school-level targets. This means that you have the freedom to identify the educational approach that best meets the needs of your particular community.

Successful applications will be able to demonstrate a unique and aspirational vision, a sound educational offering and the organisational capacity and capability to ensure the school is well-run and well-led. There is no one way to achieve this, but the following information should give you an indication of what will be required.

It is not enough to simply state that a new schooling approach is needed in your community. Instead, you should make the case that *your* particular school is needed by highlighting how your approach will meet the needs of your community. Your application must be able to demonstrate that you have identified the educational,

cultural and social needs of your community and developed a school structure to help you overcome any barriers to achievement. For example, if you have highlighted that students in your community are not achieving in literacy, you should consider what structures you can put in place to overcome this.

Providing supporting evidence is a key aspect of a successful application. The best applications will use evidence to underpin their claims, and interrogate the data to form strong conclusions. You will not be able to score higher than 2 (Minor Reservations) for the majority of questions without effective use of evidential data. The types of evidence required will vary, but may include student achievement data, demographic data and research into the efficacy of educational approaches.

In addition to supporting evidence, you will need to ensure that you have provided full explanation and justification for selecting the key features of your school. For example, if you plan on using an alternative curriculum, you must fully explain and justify why you have done so by highlighting why this approach will be more effective for your student cohort. Conversely, if you plan on using the New Zealand Curriculum or Te Marautanga o Aotearoa, you should also explain why this is the most effective curriculum for your students.

Do not simply state that you plan on doing something; make sure that you have provided a defensible rationale for selecting this course of action. The more effectively you make the argument for your particular Partnership Kura, the more likely you will be successful.

2.1 What makes a good vision

The purpose and goals section is one of the most important aspects of your application. Your unique mission and vision is the driving force behind the school, and a strong vision will provide the platform for a successful application. This section should be focused and inspirational. Your vision should respond to each question in full.

Your vision sets out the “*why, where, and how*” of your application. You must be able to make a strong argument as to why your particular school is needed in your community, and how you will overcome any barriers to achievement that you have highlighted. To explain the “*why and where*”, consider asking the following questions:

- What are the current schooling options for students in our community? Are these options sufficient to meet the needs of priority learners?
- What is the level of student achievement in our communities? Is it higher or lower than other similar communities?
- What are the educational barriers facing our students? What areas for improvement does the evidence highlight?
- What are the unique aspects of our community that might indicate a different approach is needed?

Once you have established the local context, this should give you an insight into how your school should be structured to meet the needs of your students. This leads on to the “*how*”: how you will make a difference for students in your community. For example, if you have identified that students in your community are not achieving due to poor literacy levels, you might consider a schooling model that prioritises literacy. There must always be a defensible rationale for selecting the key features of your school: do not simply select a feature without good reason. In essence, your school should be a focused response to a highlighted need in your community.

3 Educational Plan

The educational plan is the heart of your application, and represents 35% of the overall score. The aim of this section is to showcase your unique approach to teaching and learning, and make a case for the efficacy of your chosen methods. You will not be able to produce a successful application without a strong educational plan, so you must ensure that you have addressed every question in full, provided evidence to support your approach and fully justified all your selections. Your educational plan should be reflective of your vision and clearly driven by the student profile you set out in Section 4. The educational plan has three main components:

3.1 Curriculum

The educational plan sets out in more detail how you propose to achieve the vision you set in the previous section. Here, you will set out details about your chosen curriculum and your rationale for choosing this approach. Consider asking the following questions:

- What is the likely student cohort of the school? What are their unique needs or special interest areas?
- Is the New Zealand Curriculum the best curriculum for meeting these needs and interests? If yes, why are these students not achieving with this curriculum in their current learning environment?
- If you are using an alternative curriculum, why is this the best option for students? Is there evidence to suggest this curriculum will support improved outcomes for these students?

3.2 Approach to teaching and learning and day-to-day operation of the school

You must set out the philosophies, methods and techniques that underpin your approach to teaching and learning. Again, this should be reflective of your school's vision and the likely student cohort. Consider the following questions:

- How will you ensure that priority students are engaged, attending and behaving well at school?
- How will you ensure that the principles of your vision are upheld in the classroom?

Once you have settled on the core principles that underpin your approach to teaching and learning, you can begin to set out how the school will operate on a day-to-day basis. A key aspect of this section is being able to explain the “why”. Don't simply state that your methods will be effective, explain why this is the case, and provide evidence to support your arguments.

3.3 Partnerships

Partnerships with parents, community groups and government agencies are one of the key differentiating factors for your application. Here, you have a great opportunity to show innovation and demonstrate how well you know your local community. At its heart, this section should be about promoting engagement and taking advantage of the resources available within the community. Additionally, you should also think about how you can utilise partnerships to create new opportunities for student

achievement or add value to your educational offering. Consider the community groups you work closely with – how can you best harness their expertise? What new pathways for students can you develop?

4 Business Plan

The Business Plan section sets out the operational framework for your school. In this section, you should be able to demonstrate that your organisation has the capacity and capability to set up and run an effective school that supports improved outcomes for priority learners. The Business Plan has three main sections:

4.1 Governance and Management

This section sets out how you will organise your school to ensure accountability and transparent governance. Consider what structures you can put in place to ensure that effective oversight is maintained. For example, you might want to consider how you will differentiate between governance and management of the school. How will you manage conflicts of interest that arise? How will you escalate issues through layers of governance to ensure a positive outcome?

You will also need to consider the role of the sponsor in the ongoing operation of the school. Will there be a split between the sponsor and the governance board? How will each party work together to ensure success in the school? You will need to be explicit in this section, and provide evidence to support your claims. There should be a focused rationale for adopting a particular model of governance, and this should reflect the principles of your vision where applicable.

4.2 Finance

The Finance section sets out how your proposed funding (based on the information provided and other funding sources if applicable) will be invested over the first 3 years of the schools operation. You should provide clear descriptions of the assumptions you are making on the costs to operate your school.

Assessors will be looking for proposed budgets that demonstrate your understanding of the true costs of operating your school, and your financial management capability.

4.3 Premises

This sections sets out where your school will be located if it is approved to open. If you have already identified a site for your school, whether permanent or temporary, you should give as much detail as possible, including any plans that are available, Assessors will be looking for premises that appear fit-for-purpose and meet minimum requirements. If you have not identified a site, you should focus on highlighting the options available to you and the steps you will take to secure a site.

5 Operations Plan

This section sets out how your school will be run should it be approved to open. This is a key section in communicating that your idea is well thought-out – you will not be successful unless you can demonstrate that your vision and educational plan will be achievable in practice. One of the most important aspects of this section is explaining the strategies that you will put in place to ensure the smooth running of the school.

You must ensure that you have devoted sufficient attention to both policy and strategy. For example, if you are asked about your policy for teacher recruitment, you

should communicate not only the tasks associated with recruiting high-quality teachers, but also your strategy for achieving this in practice. It is not sufficient to simply state that you plan to do something; you must also explain how you will ensure this happens in practice.

A number of questions in this section relate to existing legislation and/or regulations. Before you answer these questions, you should ensure that you are fully acquainted with your legal requirements. Demonstrating that you are aware of the legal framework that supports effective schooling will ensure that your organisation is seen as having the requisite capacity and capability to set up and run a Partnership Kura.