



Expression of Interest

To operate a Partnership School|Kura Hourua opening in 2018

PSKH.04

The Request

EOI released: 12 August 2016

Deadline for Questions: 5:00pm 1 September 2016

Deadline for Submission: 4:00pm 8 September 2016

Ministry of Education
33 Bowen Street
Wellington

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1 The opportunity in a nutshell

1.1 Overview

The Ministry of Education is calling for applications to establish a Partnership School|Kura Hourua (Partnership School) to open in 2018.

The first step in this process is for potential Partnership School providers to register an Expression Of Interest (EOI). This is a new step in our process, intended to enable interested parties to test their core concept before proceeding with the extensive work involved in preparing a full application.

Applicants wishing to register an EOI will need to read the rules and requirements set out in the rules document and follow the prescribed EOI format by completing and submitting the online form provided.

The Partnership Schools|Kura Hourua Authorisation Board (the Board), supported by the Ministry of Education, will assess the EOIs and determine which applicants should be invited to submit full applications. Those invited to proceed to this second stage will therefore have a higher likelihood of being invited into contract negotiations.

On conclusion of negotiations, successful applicants will be invited to enter into a six year contract with the Crown, with two further rights of renewal of six years each.

1.2 What is a Partnership School?

Partnership Schools are a new way of delivering public education. Their specific purpose is to enable New Zealand's most disadvantaged students to achieve greater educational success, in particular Māori and Pasifika, students from low socio-economic backgrounds, and students with special education needs.

Partnership Schools are funded by the state. However, unlike regular state schools, whose relationship with the Crown is based on regulation, these schools are accountable to the Crown through a binding, legally enforceable, fixed-term contract to meet specific, measurable educational performance goals.

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

These freedoms are intended to allow the schools to use fresh, innovative ways to engage with struggling students and enable them to succeed.

They also allow the schools to be based on partnerships with communities and community organisations, iwi, whānau/families, philanthropists, businesses and not-for-profit organisations. Schools may be secular or faith-based.

Partnership Schools are resourced under a fully cashed-up model (employment arrangements, resourcing, school organisation, teaching methods and practices, curriculum, and buildings). This gives the provider significant flexibility as to how resources are deployed compared to other state funded schools. The key contractual focus is on measurably accelerating learning and educational achievement.

Eight Partnership Schools are now operating.

1.3 Government Preferences

While all high-quality applications (as assessed against the evaluation criteria) will be considered, preference will be given to new Partnership Schools that:

- a) make effective use of the flexibilities offered by the model
- b) offer effective, innovative options for 0 to 8 year olds

- c) are large enough to be comfortably (economically) viable
- d) are located in an area or areas where there are students who are not being well served by the education system
- e) bring together education, business and/or community sector partnership(s)
- f) have a focus on science, technology, engineering and mathematics
- g) are not from existing private schools seeking to convert to a Partnership School.

1.4 Further Information

Further information on Partnership Schools can be found on the Board's website at <http://partnershipschools.education.govt.nz>

2 Our Requirements

2.1 What the Authorisation Board wants to know

In assessing applications the Board is looking for assurance that applicants:

- a) have the capability and experience to establish and operate an effective school from day one
- b) understand and acknowledge the traditions and values of children from different cultures, and the important role these play in enhancing their learning and achievement outcomes
- c) have the ability and reputation to attract and retain high-quality teaching and management staff
- d) have clearly established that there is parental and community demand for the type of school being proposed
- e) are proposing an educational approach that is well-grounded and can be translated into effective learning programmes
- f) are proposing to use the flexibilities in the application of resources in ways that are likely to promote sustained acceleration of student progress and achievement
- g) have a well-grounded understanding of what it takes to operate reliable student assessment, progress monitoring and reporting systems
- h) are committed to a genuine educational partnership with parents and communities
- i) are committed to contractual transparency and high standards of accountability (both financial and educational)

2.2 What you should know

Before deciding to make a submission, you should familiarise yourself with the Partnership Schools legislation (the Education Amendment Act 2013). This describes the intent and how Partnership Schools differ from other types of state-funded schools.

We also encourage you to look into how the existing Partnership Schools are developing when designing your own proposal. You can find this information on the Board's website <http://partnershipschools.education.govt.nz/>.

Please also give due consideration to the Government's preferences set out in the preceding section.

2.3 Applicant check list

To complete an EOI, applicants will need to be able to answer the following questions:

- a) What will be the philosophy/key point of difference of the school you wish to establish and what evidence do you have that this approach will be successful?
- b) What research have you done to confirm that a new school of the type you propose could be successfully established in your chosen locality?
- c) Do the people involved in your application have a strong, successful track record in business/education?
- d) Have you identified the location and likely options for facilities for your proposed school?
- e) What financial and other support can you demonstrate in support of your proposal to establish a Partnership School?

3 Our Evaluation Approach

3.1 Evaluation model

The evaluation model that will be used to shortlist Applicants is the weighted attribute (known also as weighted criteria method).

3.2 Evaluation criteria

Submissions will be evaluated on their merits according to the following evaluation criteria and weightings.

Criterion	Weighting
Applicant Profile	Risk Assessment Pass/Fail
Concept & mission, including evidence of demand	25%
Teaching quality and leadership	20%
Curriculum	25%
Community outreach & engagement	15%
Financial & organisational capability	15%
Total weightings	100%

3.3 Scoring

The following rating scale will be applied in evaluating Submissions. Ratings by individual panel members may be modified through a moderation process across the whole evaluation panel.

Rating	Definition
EXCELLENT significantly exceeds the criterion	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 exceeds the criterion in some aspects	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 meets the criterion in full, but at a minimal level	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 marginally deficient	Satisfies the requirement with minor reservations. Some minor reservations about 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 significant issues that need to be addressed	Satisfies the requirement with major reservations. Considerable reservations about the Applicant's relevant ability, understanding, experience, skills, resources and quality measures required to deliver the outcomes, with little or no supporting evidence.
UNACCEPTABLE significant issues not capable of being resolved	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.