

# PARTNERSHIP SCHOOLS | KURA HOURUA

## IOI EVALUATION

**PROPOSED SCHOOL : ATC MILITARY PREP SCHOOL**

**Proposed Sponsor: Advanced Training Centres Ltd**

**School Type** Secondary  
**Proposed location** Auckland  
**Year levels in first year of operation** 11 & 12  
**Year levels at full enrolment** 11, 12 & 13.

SUMMARY	MEANS	Approach/risks	Review
<b>STATEMENT OF PURPOSE AND GOALS</b>			
<b>EDUCATIONAL PLAN</b>			
Proposed Student Population and Educational Need			
Learning Environment, Teaching and Curriculum			
Community and External Engagement			
<b>OPERATIONS PLAN</b>			
Leadership and Governance			
Staffing			
Proposed Enrolment			
Proposed Facilities			
<b>BUSINESS PLANNING</b>			

## STATEMENT OF PURPOSE AND GOALS

## Purpose and Goals

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	Has a clear focus, record of success as a PTE and states that they want to "accept all applicants without limitations."	
<b>Area for Development</b>	<p>We assume that their PSKH will run alongside their existing activities so it would be useful to include some indication of how this will look.</p> <p>Third paragraph states that having a PSKH would give them "the freedom to invest in areas we feel are important". These areas need to be explained.</p> <p>Goals are quite explicit but they probably could be re-stated to: 1. Reflect the BPS NCEA Level 2 goal and 2. Allow for later achievement for the 20% who don't gain NCEA 1 in Year 11 etc.</p>	

**EDUCATIONAL PLAN**

**Proposed Student Population and Educational Need**

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

Meets	Approaches
<b>Feedback for proposer</b>	
<b>Strengths</b>	<p>Past enrolments suggest that a significant proportion of the roll could be Māori (2012: 49%; 2011: 15%) and Pasifika (2012: 15%; but 2011: 0%). 2011 figures: TEC; 2012 figures: ATC.</p>
<b>Area for Development</b>	<p>The proposal is aimed at improving target group achievement by offering their programme to more students. This is based on their existing programme which will require significant expansion in the RFP.</p> <p>The current programme draws enrolments from across the wider Auckland area. What steps will Advanced Training take to ensure that provision focuses on priority groups? There is little reference to the priority groups in the IOI submission. They may see it as a given but need to make it more explicit.</p>

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**Learning Environment, Teaching and Curriculum**

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

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

Meets	Approaches
<b>Feedback for proposer</b>	
<b>Strengths</b>	<i>Advance Training Centres do have established programmes which are funded by TEC and gain good outcomes (e.g. 2011 100% of TEC funded students gained a qualification).</i>
<b>Area for Development</b>	<p><i>Curriculum details will need to be developed in the RFP. This will need to include discussion of how their existing programmes will be adapted for a 17 – 19 age group. This would include differentiation and other ways of catering with different learning needs.</i></p> <p><i>The form and nature of assessment will also need to be considered. The document refers to unit standards – they will need to look at achievement standards if they are to offer NCEA.</i></p>

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## Community and External Engagement

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community (can be very broad).

Meets	Approaches
<b>Feedback for proposer</b>	
<b>Strengths</b>	N/A
<b>Area for Development</b>	<p><i>Priority learners are largely absent from the IOI.</i></p> <p><i>The proposal indicates that ATC had to turn away 400 students last year but no profile was provided for these students – were they of the age group they will cater for in the PSKH? If not, this example does not constitute evidence of demand.</i></p> <p><i>ATC will need to clarify how the PSKH will sit alongside their existing STAR/Gateway/YG programmes to ensure that funding for these programmes is not used to subsidise the PSKH and vice versa.</i></p> <p><i>It would be useful to include information on whether ATC has any relationships with existing school based service academies and how will these be affected.</i></p> <p><i>ATC also needs to articulate how ongoing relationships with parents will be developed as opposed to key point contact. What is the role of the section leader in this?</i></p> <p><i>Is there a plan to develop employer/NZDF relationships to strengthen pathways?</i></p>

**OPERATIONAL PLAN**

**Leadership and Governance**

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

Meets	Approaches	Below
Feedback for proposer		
Strengths	N/A	
Area for Development	Concern that the governance body is very small given that one is the individual designated as likely to be the principal. This indicates there is no separation between governance and management roles.	

**Staffing**

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

Meets	Approaches	Below
Feedback for proposer		
Strengths	Clearly planned structure	
Area for Development	<p>Will need to identify who in the leadership team will have the teaching qualification to be the professional leader as currently required in the Education Amendment Bill.</p> <p>What is the role of the Deans - pastoral and/or academic? Do they teach? Section Leader - teaching experience?</p> <p>If there is one section leader per 14 students it would appear to be an expensive model. Is it affordable?</p>	

### Proposed Enrolment

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	Needs as explanation of the drop off in student numbers between years 11 and 12. For example 2014: 98 Year 12, 2015: 98 Year 13. Then 2015: 140 Year 12; 2016: 142.	

### Proposed Facilities

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

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	Essentially additional premises needed 2015 as only 42 less than 2016 but 182 more than 2014. The evaluation panel will need to know what the ATC plans for providing premises as their student numbers increase.	

### BUSINESS PLANNING

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	Advanced Training has existing management and financial experience. Comfortable working with a range of government agencies. Existing relationships with businesses. Has indentified a range of potential partnerships for future development.	
<b>Area for Development</b>	N/A	