

PSKH Round 4 Summary Report of Expression of Interest Outcomes

29 September 2016

Executive Summary

1. The Expression of Interest (EOI) closed on 8 September 2016 with thirteen expressions of interest received.
2. Following an evaluation process, the Authorisation Board agreed to shortlist eight respondents. These respondents will be invited to submit an application to open a partnership school in 2018.
3. The Board resolved not to short list the remaining five respondents.
4. The assessment process complies with Government procurement practices. There are no known outstanding probity actions.
5. The immediate next step is that respondents will be informed of the outcome of the evaluation process in the week beginning 3 October 2016. All respondents (both shortlisted and unsuccessful) will be provided with feedback on their application by 14 October 2016. All respondents will be provided with contact information for E Tipu e Rea to enable them to seek support for either this application process or future application rounds.

Overview of Evaluation Process

6. Thirteen compliant applications for the EOI were received and forwarded to the Board for assessment.
7. The EOI sought key information in relation to five key attributes of a Partnership School:
 - a. Concept and mission, including evidence of demand
 - b. Teaching quality and leadership
 - c. Curriculum
 - d. Community outreach and engagement
 - e. Financial and organisational capability
8. The Board reviewed each respondent's response with respect to these attributes on a scale from 'unacceptable' and 'serious reservations' to 'excellent' (refer appendix 1); and with reference to the Government preferences (refer to appendix 2) and contextual information provided by the applicant in other sections of their response (eg static information on targeting, scale and location).
9. The Board then met on 14 September 2016 to discuss and form a preliminary view on the responses. The Board decided to shortlist two respondents based on the clarity and strength of their applications.
10. At the same meeting the Board decided not to shortlist or seek further information from three of the respondents as a result of the significant reservations the Board had regarding the applications.
11. Clarification information was requested from the eight remaining respondents. This information was provided to the Board ahead of their final meeting on 27 September.
12. One respondent, [REDACTED], was unresponsive to Ministry requests during the process. Their phone and landline phone numbers appeared disconnected. As a result, the Board excluded them from further consideration. Should the respondent recommence contact with the Ministry, they will be invited to re-apply to the next procurement round.
13. At the final evaluation meeting on 27 September, the Board discussed the clarification information received and reviewed the applications in light of the additional information. Decisions were made on whether each respondent should be shortlisted or not. In making these decisions, reference was made to the final rating for each attribute being assessed.
14. It was agreed that seven respondents would be shortlisted and invited to respond to the full application process. Five respondents (including [REDACTED]) were deemed unsuccessful.

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15. For one respondent, Blue Light Ventures, the Board requested further clarification information in relation to the [REDACTED]
[REDACTED]
[REDACTED] The clarification information received was not sufficient to address the Board's concerns, however the Board believed the matter could potentially be resolved and that the application had merit, and accordingly decided to shortlist the applicant and invite them to respond to the full application. Further information on this matter will be sought during the application process.

Summary of Results

16. A summary of the result of the assessment process is tabulated below. A list ranked by weighted attribute score is attached (Appendix 3).

Attribute Number	Concept and Mission	Teaching quality and leadership	Curriculum	Community outreach and engagement	Financial and organisational capability	Weighted Attribute Score	Rank (of 12)	Outcome
	Minor Reservations	Minor Reservations	Minor Reservations	Acceptable	Minor Reservations	44%	11	Unsuccessful
	Good	Good	Good	Acceptable	Good	74%	2	Shortlist
	Minor Reservations	Acceptable	Acceptable	Acceptable	Good	59%	7	Shortlist
Blue Light Ventures Inc	Good	Acceptable	Acceptable	Good	Minor Reservations	67%	5	Shortlist
	Good	Good	Acceptable	Good	Acceptable	73%	3	Shortlist
	The Board was unable to complete their assessment of this applicant as they did not respond to the clarification questions, and the Ministry's team were unable to successful contact this applicant.							
	Minor Reservations	Minor Reservations	Minor Reservations	Minor Reservations	Minor Reservations	40%	12	Unsuccessful
	Serious Reservations	Acceptable	Acceptable	Minor reservations	Minor reservations	45%	10	Unsuccessful
Te Runanga o Turanganui a Kiwa - Turanga Ararau	Good	Acceptable	Acceptable	Good	Minor Reservations	67%	6	Shortlist
	Minor Reservations	Minor Reservations	Minor Reservations	Acceptable	Acceptable	48%	9	Unsuccessful
	Acceptable	Minor Reservations	Minor Reservations	Acceptable	Good	53%	8	Shortlist
	Excellent	Excellent	Excellent	Acceptable	Excellent	88%	1	Shortlist
	Good	Good	Acceptable	Good	Excellent	77%	4	Shortlist

Note: In considering the applications the Board used a common all-of-Government rating scale to evaluate the main attributes of each response. Where the Board had a reservation, the rating scale forced a choice between “minor” or “serious reservations”. In many cases, the Board’s reservations were “significant”, which was stronger than a “minor” but not “serious”. In these cases the applicant was given the benefit of the doubt, and given a rating of “minor” reservations.

Summary Information on shortlisted respondents to be invited to respond to full application process

17. The Board has short listed the following eight respondents based on the information in the table at point 16 above. A brief summary of each respondent's application is listed below, and further information can be found at Appendix 4:

a.

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b.

- c. **Blue Light Ventures** proposed a partnership school for male students in years 11 to 13 who are at risk of failing. The school will include outdoor and adventure based activities. Students in years 11 and 12 will be required to board at the school. (The respondent is aware that the residential component must be treated distinctly from the partnership school. This will be further addressed in the next phase of the procurement process)

d.

e.

- f. **Taumatao Ngati Whakaue Iho Ake Trust (Te Taumata)** proposed a partnership school in Rotorua for years 0 to 10 that will develop and deliver a localised curriculum to be developed by Ngati Whakaue. (This will be further addressed in the next phase of the procurement process).

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g.

h.

18. During the EOI process, key points for further clarification that the Board wished to see addressed within the full application process were identified for each respondent. These points will be provided to the respondents as part of the debrief process.

Summary Information on unsuccessful Applicants

19. The Board will not be inviting the following respondents to participate in the full application process. A table of further information on these unsuccessful respondents can be found at Appendix 5.

a.

b.

c.

d.

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20. All unsuccessful respondents will be provided with feedback from the Board as part of the debrief process. This feedback may assist EOI respondents to develop stronger responses for future Partnership School application rounds.

Compliance with Government Procurement Requirements and Probity

21. The evaluation followed the process outlined in the EOI documents.
22. Conflicts of Interest were checked and declared by Board members at the start of each meeting and managed by the Board Chair. The conflicts were deemed perceptual (not actual) and minor.
23. Document security was managed with documents copied at the Ministry and couriered to Board members, who are responsible for either returning or securely destroying them at the end of the process.
24. Obligations to keep respondent information confidential are met by Board Members' appointment arrangements to the Authorisation Board.

Next Steps

25. Following the acceptance of this report by the Chair, respondents will be notified of the outcome of the EOI process by the Ministry. This is planned for Wednesday 5 October 2016.
26. The Ministry plans to give all respondents feedback in the week beginning 10 October 2016. The Ministry will also provide them with the contact information to E Tipu e Rea to enable respondents to seek support for either this application process or future application rounds.
27. The Request for Application will be issued once all respondents have been informed of the outcome of the EOI process, in early October, with a closing date in the first week of November.
28. We are currently on track for the Round 4 procurement timeline. The Board, supported by Ministry officials, will complete the evaluation of the applications by 20 December, with a Cabinet paper scheduled in February 2017 to indicate the preferred respondents for negotiations.

Appendix 1 Rating Scale

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.

Appendix 2 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.

Source: Section 1.3 Expression of Interest


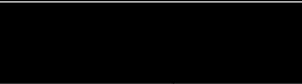

Appendix 3 Respondents Ranked in Order by Weighed Attribute Score

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Respondent	Weighted Score	Ranking	Authorisation Board's Decision
	88%	1	Shortlist
	74%	2	Shortlist
	73%	3	Shortlist
	69%	4	Shortlist
Blue Light Ventures Inc	67%	5	Shortlist
	67%	6	Shortlist
	59%	7	Shortlist
Te Taumatao Ngati Whakaue Iho Ake Trust (Te Taumata)	53%	8	Shortlist
	48%	9	Unsuccessful
	46%	10	Unsuccessful
	44%	11	Unsuccessful
	40%	12	Unsuccessful
			Not compliant

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Appendix 4 Short listed Respondents

Respondent	Year Groups	Location	Priority Groups	Expected Opening Roll	Proposed Maximum Roll	Curriculum	Indicative Special Character from EOI Response
	Year 1-8	Auckland	<i>Special Needs</i>	50	150	NZ curriculum; 	 s 9(2)(b)(ii) OIA
	2 to 8 year olds	Point England, and Takanini Auckland	<i>Māori (30%) Pasifika (30%) Low socio economic (30%) Special Needs (10%)</i>	80 (40 in each of 2 sites)	240 (120 in each of 2 sites)	Te Whariki (ECE) NZ curriculum (5-8 year olds) STEM via Montessori-based approach	Transition children for Māori, Pasifika, low income and disadvantaged backgrounds into middle and senior education
Blue Light Ventures Inc	Males Years 11-13 (residential/boarding)	Taupo	<i>Māori (75%) Pasifika (15%) Low socio economic (85%) Special Needs (5%)</i>	30 year 11s	90 (years 11-13)	NZ curriculum	Residential college for students most at risk of failing with an adventure base/outdoor activities to the education
	Years 9 – 13	West and Central Auckland	<i>Māori (10%) Pasifika (90%) Low socio economic (80%) Special Needs (20%)</i>	80	300	NZ curriculum	 s 9(2)(b)(ii) OIA
	Years 7-13	Gisborne	<i>Māori (95%) Pasifika (5%) Low socio economic (85%)</i>	30	75	Te Marautanga o Aotearoa (NZ curriculum)	Empowering iwi through responsive learning

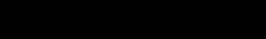
Respondent	Year Groups	Location	Priority Groups	Expected Opening Roll	Proposed Maximum Roll	Curriculum	Indicative Special Character from EOI Response
			<i>Special Needs (10%)</i>				
Te Taumatao Ngati Whakaue Iho Ake Trust (Te Taumata)	Years 0-10	Rotorua	<i>Māori (90%) Low socio economic (10%)</i>	40	160	An iwi localised curriculum	Strengthen and empower whānau
	Years 11,12,13	Christchurch	<i>Māori (50%) Pasifika (10%) Low socio economic (15%)</i>	105	210-350	NZ curriculum	
	Years 11, 12 and 13	<i>Henderson City Waitakere</i>	<i>Pasifika (100%) Low socio economic (100%)</i>	50	150	NZ curriculum	Using Pasifika values and culture to inspire and empower Pasifika students

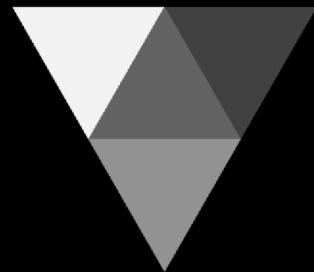
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Appendix 5 Unsuccessful Respondents

	Year Groups	Location	Priority Groups	Expected Opening Roll	Proposed Maximum Roll	Curriculum	Indicative Special Character from EOI Response
	Year 7-13	Dargaville	Māori (50%) Pasifika (2%) Low socio economic (35%) Special Needs (10%)	60	150	NZ curriculum	 s 9(2)(b)(ii) OIA
	4 to 10 year olds	Kensington, Whangarei	Māori (85%) Pasifika (15%) Low socio economic (50%) Special Needs (20%)	60	200	Te Whariki curriculum	School of excellence committed to holistic education which affirms Māori identity and Christian values
	Years 7-13	Kerikeri/Waipapa Northland	Māori (45-50%) Low socio economic (40%) Special Needs (10-30%)	96	240	NZ curriculum	Learners as people first, using an interdisciplinary approach
	Years 9-13	Kaeo, Northland	Māori (97%) Pasifika (3%) Low socio economic (100%) Special Needs (5%)	45	225	Te tai Arorangi Kura Hourua will create and use its own curriculum	Transform the community by equipping future Māori leaders

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* Note:  was deemed unsuccessful as the Board was unable to complete their assessment of their application. The respondent did not respond to clarification questions; and reasonable attempts by two Ministry officials to contact them during the process have been unsuccessful.



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