

**PARTNERSHIP SCHOOLS | KURA HOURUA AUTHORISATION BOARD
MEETING**

**Venue: Kingsgate Hotel, Hawkestone Street, Wellington
25 February 2013
9:00 a.m. to 4:15 p.m.**

Attendees:

Authorisation Board: Catherine Isaac (Chair), John Shewan (Deputy Chair), John Morris, Dame Iritana Tawhiwhirangi, Dr Margaret Southwick, Terry Bates

Apology: Tahu Potiki

s 9(2)(a) OIA

Ministry of Education: [REDACTED]

Guest: Bell Gully: Presentation on draft contract

Agenda

NOTE: PSKH = Partnership School(s) | Kura Hourua

#	Item	
	Discussion	Actions
1	Conflict of Interest	
	The members discussed the need to be aware of any potential or perceived conflict of interest as the application process proceeds.	All members will advise the Chair of any potential conflict of interest as they arise. An assessment of the strength of the COI will be made to ascertain if there are any grounds for the member to withdraw from assessing the application/s.
2	Partnership Schools Kura Hourua Overview	
	The Chair provided an overview of the development of PSKH project to date [Power point presentation attached].	
3	Authorisation Board Terms of Reference	

	<p>Members discussed the Authorisation Board Terms of Reference (ToR) noting:</p> <ol style="list-style-type: none"> 1. The Minister of Education’s request for an amendment to the Public Engagement Section, and 2. The length of appointments which have been allocated as either 2 or 3 year terms in order to stagger reappointments and maintain institutional knowledge going forward. <ul style="list-style-type: none"> • Receiving complaints was considered to be a role for the Ministry of Education. • The process for receiving complaints still needs to be established. • Concern was expressed by Board members on the level- of support they could expect from the Ministry of Education. • All key messages for media statements will be agreed and approved by the Board Chair. • This amendment will allow for continuity of knowledge and expertise at future points of renewal 	<p>The Authorisation Board agreed to the ToR subject to the following amendments:</p> <p>Amendment 1</p> <ul style="list-style-type: none"> • Remove the last bullet point in the <i>Role of the Authorisation Board</i> section that reads “receive complaints regarding a Partnership School from people directly engaged in that school”. <p>Amendment 2</p> <ul style="list-style-type: none"> • Amend the sentence under the <i>Resources</i> section that reads “The secretariat will provide briefings for the Board and offer organisational support” to read “The secretariat will provide the full range of organisational support and resources required by the Board to carry out its functions” <p>Amendment 3</p> <ul style="list-style-type: none"> • Amend the <i>Public Engagement</i> section to “All members of the Board will publicly support the PSKH initiative.” <p>Amendment 4</p> <ul style="list-style-type: none"> • Amend the first statement in the <i>Timeframe</i> section to “The initial appointments for the Board will be made for either a two-year or a three-year period”.
4	Evaluation Processes	s 9(2)(a) OIA
	<p>Members discussed the process for evaluating applications as outlined in the procurement plan. They noted:</p> <ol style="list-style-type: none"> 1. That the secretariat for the Board will be provided by Regional Operations, and 2. That the assessment process will be a joint endeavour between the Ministry of Education and the Authorisation Board. <p>Members will receive a copy of all applications immediately after they are processed following the closure date. The Ministry will carry out the detailed assessment of the applications, and provide the Authorisation Board with short-listed recommendations. A full moderation meeting will then be held of Authorisation Board members and the Ministry evaluators to agree the final short-list.</p>	<p>██████████ will revise the Procurement Plan to reflect the evaluation process as discussed by the Authorisation Board.</p>
5	PSKH Standard Contract – Bell Gully	
	<p>Staff from Bell Gully presented the first draft of the standard contract for PSKH. Areas of discussion included:</p>	

	<ol style="list-style-type: none"> 1. Structure and development of the contract <i>Bell Gully outlined the flow of the document and were complimented on the clarity of structure and content of the contract.</i> 2. Possible financial penalties for non-performance <i>Members discussed the incentives and disincentives for sponsors of financial penalties and the lack of ability to determine educational outcomes in the short-term. Further consideration needs to be given to how a penalty regime will work. Members felt it is important to ensure that sponsors are not disadvantaged during the establishment process. Student achievement results will take some time to emerge.</i> 3. Length of contract <i>Five years was seen as the minimum contractual period to provide a school with stability and an opportunity to deliver the required educational outcomes.</i> 4. Performance review <i>Further work will be done in this area.</i> 5. OIA and the Ombudsman <i>The contract will contain clauses to support parents to have access to information on decisions the school takes, and in particular on decisions taken in relation to their own children.</i> 6. International Students <i>Members were clear that PSKH should be focused on priority learners and not revenue gathering from international students.</i> 7. Equipment 8. Curriculum 9. Graduate tracking 	
6	Procurement Process – [REDACTED]	s 9(2)(a) OIA
	<p>The proposed procurement process was presented to, and discussed by, Board Members. Areas of discussion included:</p> <ol style="list-style-type: none"> 1. Dependence on the legislative process 2. Impact of the number of application received on the assessment process and the time to complete all of the components 3. Requirements of the interview process 4. Weightings of each section 5. Application form and suggested amendments. 	<p>Members to advise [REDACTED] of their availability through May and June 2013 to participate in the evaluation of the PSKH applications and interviews.</p> <p>The RFA will include notice that Applications should not to exceed 100 pages.</p> <p>The following weightings are confirmed and will be included in the RFA document for the evaluation of PSKH applications:</p> <ul style="list-style-type: none"> • Purpose and Goals – 15% • Education Plan – 35% • Business and Financial – 35% • Operational - 15% <p>The funding section should include a range of different examples based on carrying scenarios.</p> <p>The following feedback provided by the</p>

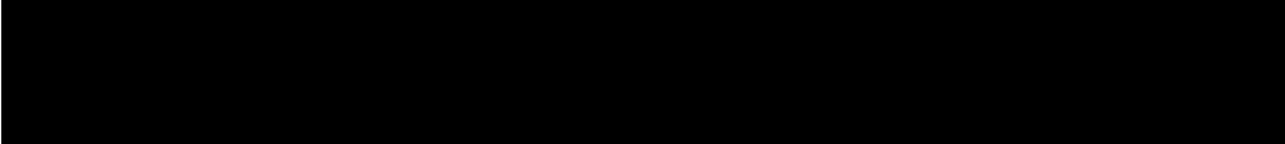
	<p>s 9(2)(a) OIA</p>	<p>Authorisation Board will be included in the redraft as appropriate:</p> <ul style="list-style-type: none"> • Section 2.2.2: <ul style="list-style-type: none"> ○ include parent/whānau/community • Section 2.2.3: <ul style="list-style-type: none"> ○ last paragraph should read “...that the proportion of non-registered teachers employed.... • Section 2.9.5: <ul style="list-style-type: none"> ○ include whānau/parents/community and financial outcomes. • Section 3.2: <ul style="list-style-type: none"> ○ clarify that while the funding is generated under these headings it is in fact untagged and can be used by the sponsor in a flexible manner. This should be emphasised. • Section 3.2.5: <ul style="list-style-type: none"> ○ property funding does not have a regional weighting but there is flexibility to give additional funding e.g. for high rent regions.
7	Communications - ██████████, Senior Advisor Communications	
	<p>██████████ attended the meeting to discuss the draft communications plan.</p> <p>A lack of time meant this could not occur but members indicated satisfaction with the plan as tabled.</p>	
Attachments		
<ol style="list-style-type: none"> 1. Overview of PSKH – power point 2. Procurement Process – power point 		
Next Meeting		
To be decided and advised to members.		





MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Minutes	
Partnership Schools/Kura Hourua Authorisation Board	
Date	9 May 2013
Time	9:30 am - 5:30 pm
Location	Royal Society of New Zealand 11 Turnbull Street, Thorndon, Wellington 6011

Present	
Members: Catherine Isaac (Chair), John Shewan (Deputy Chair), John Morris, Dame Iritana Tawhiwhirangi, Tahu Potiki, Dr Margaret Southwick, Terry Bates	
Ministry Staff: 	
Victoria University: Geoff Todd	s 9(2)(a) OIA

Item	Topic	Responsibility
1.	The Authorisation Board (AB) discussed project progress to date (AB only)	
2.	Procurement Process Update There were 37 applicants. Two were discounted as they were non-compliant due to either a late submission or an incomplete application. The Ministry Support Team (MST) will hold a second moderation session on Friday 17 May 2013. Financial scoring has not yet been undertaken and will be completed by 17 May 2013. Financial analysis will focus on the 'long shortlist' that the AB will have agreed by the end of the meeting. Members of the AB noted that they will have clarification questions. Action Point: <ul style="list-style-type: none"> Ministry to operate an issues/clarification questions register. 	 s 9(2)(a) OIA s 9(2)(a) OIA 
3.	Evaluation process briefing and overview of applications The MST gave an overview of their initial findings. A brief synopsis of	Ministry Staff

	<p>each a proposal was given, focusing on overall score, pros/cons, issues, risks, any gaps and overall observations.</p> <p>The MST noted that in general some aspects of the applications such as the purpose and goals were generally executed well while gaps were apparent in the areas of business planning, operations and legislative knowledge.</p> <p>The AB commented on the overall level of scoring which was lower than expected. There were a number of factors that contributed to low scores:</p> <ul style="list-style-type: none"> • Many applications were quite high level and did not demonstrate that they had the systems and processes needed in place. • There was a possibility that some applicants assumed that the Ministry would have prior (admissible) knowledge of their organisation and thus did not provide enough detail in their applications. • The Ministry evaluation was based on the merits of the written application only against the pre-established criteria. This does not mean that the Applicant is necessarily deficient, rather that the Applicant has not provided enough information to demonstrate their understanding of the RFA requirements. <p>There was agreement that we needed to raise the capability of applicants. In the future there may ways to support organisations to develop stronger applications.</p>	
5.	<p>AB discussion of applications</p> <p>The Chair noted that she would like an agreed list of applicants (a long-list) by the end of the meeting as an interim step towards a shortlist. Key points raised by the AB:</p> <ul style="list-style-type: none"> • The applicant's focus on priority groups and the geographical location of the school in relation to priority learners is a primary consideration. • The applicants should demonstrate an understanding of the importance of the leadership of the schools. Where an applicant does not already have a principal to lead the school, there should be a job description and clear processes in place to recruit one. There was a discussion around the time taken to recruit a principal and the benefit to a school of already having a principal in place. • There were questions around what level of detail an application should have. It was agreed that an organisation needed to demonstrate that it had the organisational capacity and capability to run a partnership school. The plan needed to be detailed and have specific examples. • Some of the applicants had proposed quite complex relationships with other service providers. These relationships would need to be fleshed out further either through clarification questions or the interview process. The AB needs to determine if reporting and accountability lines are clear. 	

s 9(2)(a) OIA

	<ul style="list-style-type: none">• [REDACTED] noted that in order to maintain a transparent process a register would be circulated for the AB to declare any personal/professional relationships they had with any of the applicants. <p style="text-align: center;">s 9(2)(a) OIA</p> <p>Action Point:</p> <ul style="list-style-type: none">• [REDACTED] to circulate a register to declare any personal/professional relationships with applicants.	[REDACTED]
6.	<p>Edpotential Evaluation Tool – presentation from Geoff Todd, Viclink</p> <p>Geoff Todd presented information on the Edpotential system which uses existing assessment data to provide:</p> <ul style="list-style-type: none">• reporting at student, class, year or subject level, and school level• a variety of measures of the impact of teaching according to the assessments that were done• teacher appraisal based on students’ progress against targets• information that can be filtered according to gender, ethnicity age etc. <p>The AB noted that Edpotential requires schools to have a high assessment capability.</p>	GT

Performance Management System (PMS)

s 9(2)(a) OIA

██████████ introduced her working paper on the PMS.

Three questions were discussed:

- Should we include any of the organisational indicators and targets?
- When the targets are set, should they represent the Crown's bottom line? (i.e. they can only be negotiated up) or should there be some ability for the sponsor to negotiate lower targets? In what circumstances?
- The paper notes the difficulty in identifying suitable performance indicators for school connections with parents, family and whanau – what thoughts does the AB have on this?

The AB felt that we needed to strike a balance between public demand for accountability and achievement and giving the schools a chance to 'bed-in.'

In terms of parent and whanau engagement, the AB discussed an approach where they could encourage the partnership schools to come up with their own indicators as they evolve. Schools/communities could sign up for shared agreements, similar to a code of practice that is within the contractual agreement but outside the PMS.

These schools will have a school population made up of priority students whose achievement level is lower than the general student population. Therefore it is unrealistic to expect them to reach the same targets as mainstream schools. Need to measure progress not just achievement. By measuring progress we can demonstrate that these schools are working for these students.

Is there a possibility of shifting the BPS target of 85% achievement rate for partnership schools so that we are measuring progress not just achievement rates?

s 9(2)(a) OIA

Action Point:

- ██████████ to provide a short paper on these issues which can be circulated to Ministers.

8	<p>Next Steps The AB agreed that additional information was required to further evaluate the applications. It was agreed that the most transparent method of gathering information was a series of clarification questions that would be sent to all applicants.</p> <p>Clarification Questions for all applicants (where the question is applicable)</p> <ol style="list-style-type: none"> 1. If the maximum roll is set for a lower roll than you have applied for, would you still wish to proceed with your application? What are the implications of a reduced roll? 2. If you propose to use some unregistered teachers, what is your compelling rationale for this? 3. What would a typical teaching and learning programme look like for your students? (i.e what would a typical week's timetable look like for a student?). Please provide indicative timetables for two separate year groups from your proposed cohort. 4. How will your teaching and learning programme support priority learners (please provide evidence)? <p>It was agreed that the AB would conduct background research into each applicant. Further questions to be formalised into criteria included the following considerations:</p> <ol style="list-style-type: none"> 1. To what degree does the Application demonstrate sound pedagogy and curriculum delivery? 2. Are the proposed educational outcomes aligned to the government's educational priorities? 3. How strong is their assessment capability – how plausible are their assertions regarding evaluation? 4. What is the benefit of becoming a Partnership School (if they are a school already, or seek to bring such a programme into an existing school)? 5. Where the Applicant is already a school, what is the incremental gain in student numbers if it were successful as a Partnership School? 6. How significantly does the proposed school impact on the priority groups? 7. What is the relevance of the geographic location of the school to the priority groups? 8. Leadership and governance strengths and weaknesses 9. Appointment of principal: what is their likely ability (time available and strength of processes) and understanding of the significance of this appointment? 10. Is there clear accountability to deliver the proposed outcomes? <p>Action Points:</p> <ul style="list-style-type: none"> • Catherine Isaac to allocate 2-3 applications to each AB member who will research them further by the next Board meeting on Monday 20 May 2013. • The Ministry to provide the AB with the following information for all applicants: <ol style="list-style-type: none"> 1. Latest ERO report for all current schools 	<p>Ministry Staff</p> <p>AB</p> <p>Ministry</p> <p>CI</p>
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2. Strengths and weaknesses evaluation for each [incorporating questions 1-10 above]
3. Financial due diligence

Meeting Closed 5:30pm

- Next meeting: Monday 20 May 2013

Summary of Actions

	Action	Responsibility	Date Due
1	The Ministry to establish an issues/clarification questions register	[REDACTED]	15 May
2	The Ministry to circulate a register to declare any personal/professional relationships with applicants	Ministry Support Team	16 May s 9(2)(a) OIA
3	[REDACTED] to prepare a short paper which can be circulated to Ministers	[REDACTED]	16 May
4	Catherine Isaac to allocate 2-3 applications to each AB member who will research them further by Monday 20 th May	Catherine Isaac	13 May
5	Ministry to provide the AB with the following information for all applicants: <ul style="list-style-type: none"> • Latest ERO report for all current schools • Strengths and weaknesses evaluation for each • The educational coherence of the proposal 	Ministry Support Team	17 May
6	Financial due diligence completed for long list	Ministry Support Team	17 May

Minutes Partnership Schools/Kura Hourua Authorisation Board
Date: 20 th May 2013
Time: 9.30 am – 5.00 pm
Location: Te Wāhanga Atawhai Mercy Conference Centre
15 Guildford Terrace, Thorndon Wellington 6011

Present:
Members: Catherine Isaac (Chair), John Shewan (Deputy Chair), John Morris, Dame Iritana Tawhiwhirangi, Tahu Potiki, Terry Bates
Ministry staff: [Redacted] [Redacted] – Policy Manager [Redacted] – Acting Project Manager [Redacted] – Secretariat [Redacted] – Secretariat
Ministry Support Team [Redacted]
Apologies: Dr Margaret Southwick
s 9(2)(a) OIA

1. MINUTES OF THE 9 MAY MEETING

The minutes of the 9 May meeting were approved.

Moved: John Shewan/Catherine Isaac

2. AUTHORISATION BOARD MEMBER ONLY TIME

3. EVALUATION APPROACH

It was noted that members of the Authorisation Board (the Board) had individually undertaken a further evaluation of the long-listed applications against a range of considerations, including the following additional criteria:

Value add
1. How many additional priority learners will be successfully educated in this school?
2. If the Application isn't successful will the school still operate/be established? Is the application a 'back-door' route to integration?

Focus on priority learners

3. Is it clearly focused on priority learners: Maori, Pasifika, students with special educational needs and students from low socio economic backgrounds?
4. Is there a risk that priority learners will not be attracted to the school? Could they be replaced over time with non priority learners? Will motivated families be advantaged? What safeguards are there against capture by non priority families?
5. How robust is the school's student recruitment strategy? Is there evidence that it will be successful?

Strength of school leadership and governance
6. Are the roles and responsibilities of the sponsor and the school's academic leader clearly distinguished and defined?
7. Is sufficient emphasis placed on the importance of the quality of the school leader and the teaching staff?
8. Is the principal already appointed? Is the person appropriately skilled and experienced? Is further training for the principal contemplated?
9. If the principal is still to be recruited, does the proposed recruitment process give confidence that an appropriately skilled and qualified person will be appointed, and in time for the school's start-up?

Quality and coherence of the educational plan
10. Is the proposed educational plan evidence-based, coherent and of demonstrably high quality?
11. Is the proposed curriculum clearly identified?
12. Does the organisation clearly have the capacity and capability to deliver the specified curriculum?

Financial risk and value for money
13. Level of financial risk based on assessment including debt/equity ratio, working capital, past financial performance
14. Value for money assessment based on per student costing provided.

The Board also received from the Ministry support team the responses from each of the 17 long-listed applicants to the following questions:

1. Why do they need to be a charter school (if they are a school already)?
2. What is the incremental gain in students as a charter school?
3. How significantly does the proposed school impact on the priority groups?
4. What is the relevance of the geographic location of the school to the priority groups?
5. What is the educational coherence of the proposal?
6. What is the quality of proposed educational outcomes?
7. Leadership and governance strengths and weaknesses
8. Is there clear accountability to deliver outcomes?

9. How strong is their assessment capability – how plausible are their assertions regarding evaluation?

The Ministry also provided high level information on the financial analysis which had been undertaken, and it was noted that at this stage there is not sufficient information to materially influence any short-listing decisions. More substantive financial evaluations will be provided to the Board prior to the interview period.

In addition, the Ministry provided high-level information (where relevant) from ERO reports. At this point, Ministry officials left the meeting.

The Board agreed to discuss their review of the various streams of additional information on each of the long-listed applicants, in order to separate them into three categories:

- A. those to proceed to interview
- B. those for whom further information and evaluation is required before they should be considered for interview, and
- C. those that should not proceed further at this time.

The Board agreed that following the meeting they would focus on further evaluating 'B' Applicants with a view to resolving outstanding issues/information gaps and identifying those that should also be interviewed. This round of work would also contribute further to developing constructive feedback for those applicants who may not be successful but who might be encouraged to apply again in future application rounds. It was noted that there was at this stage no confirmation as to when future application rounds may take place.

4. REVIEW OF LONG-LISTED APPLICATIONS

1. 180 DEGREES TRUST

Discussion

The Board agreed this application warranted an interview but that further information should also be sought. The Board wanted more detail about the success of the current programme, information about health and safety considerations, and information about what opportunities there would be for students following this programme. It was noted that the proposal sought to cater for some of Christchurch's most at-risk young people, and this was a group that may well increase in size, given the likely continuing tumultuous environment in the city over the next few years. It was agreed that referees may be called to help expand the information available.

Board evaluation summary

Value add
<ul style="list-style-type: none">• An existing alternative education provider seeking a more flexible model to cater to needs.
Focus on priority learners
<ul style="list-style-type: none">• Targeting one of the most vulnerable subsets of the priority groups.• The number of students to be catered for is very small (24)
Strength of school leadership and governance
<ul style="list-style-type: none">• Currently running a successful programme.• Extensive list of partners provided, suggesting this group is well networked.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• The Board felt 180 Degrees have a good understanding of the current barriers to education (for the target group they serve) and good connections in the Christchurch region.• The Applicant has not sufficiently outlined its education practices and clear teaching and learning outlines are not provided.
Financial risk and value for money
<ul style="list-style-type: none">• [REDACTED] s 9(2)(b)(ii) OIA• No specific financial issues have been identified at this point.• Size of proposed school may adversely impact value for money considerations.

Actions

- What additional institutional knowledge and experience does MoE and MSD have on this applicant? Ministry Support Team (MST) to provide information (to the extent available) on the programme currently being run and more information on project/education outlines. Board to contact referees.

Group: A

2. Advance training Centres Ltd (ATC)

Discussion

A strong application. Applicant is currently operating a successful private education facility. Well regarded partners and operating in Kaitaia, Dargaville and Kaikohe (all considered high need areas). Excellent ERO report with a four year review period (considered hard to achieve). Response to the clarification questions was considered thorough.

Board evaluation summary

Value add
<ul style="list-style-type: none">• An existing school looking to grow its offering by adding a greenfields site as a PSKH.
Focus on priority learners
<ul style="list-style-type: none">• North Shore base is not in the heart of the priority group areas, however, current roll has 50% Maori, 15% Pasifika and some students do travel from West and South Auckland.
Strength of school leadership and governance
<ul style="list-style-type: none">• The school is well regarded and has strong partners.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Narrow curriculum and therefore reduced learning pathways; a number of former students have joined the military.• High pass rates up to 84% of students go on to work or further education.• Excellent ERO report.
Financial risk and value for money
<ul style="list-style-type: none">• Owned privately and making good returns to the owners.• Professional and solid looking.

Questions for further clarification

- Zero tolerance policy is a risk as it could be used to manipulate the roll and exclude failing students.
- What is the purpose of the pre-testing, and how is this data used?
- Interaction/ relationship with existing PTE.

Group: A

3. C-Me Mentoring Foundation Trust

Discussion

Organisation targets Pasifika students. C-ME is led by a passionate individual and the proposal is highly aspirational. The current programme involves 15 students who attend MIT one day per week. The Board was unclear how this model could adequately be transformed into a school, especially by 2014. The education plan was unclear and there are currently no qualified teachers on the staff. Overall the application feels more like a programme than a school.

Board Evaluation summary

Value add	
<ul style="list-style-type: none"> Looking to significantly increase the current roll to 45 students in 2014 and 135 by 2016. The applicant has not demonstrated that there is the demand for this roll growth. 	
Focus on priority learners	
<ul style="list-style-type: none"> Targets Pasifika students. 	
Strength of school leadership and governance	
<ul style="list-style-type: none"> Currently a sole operator provider, and this is a risk if the individual is no longer able to work. 	
Quality and coherence of the educational plan	
<ul style="list-style-type: none"> Not strong on assessment. Says it will offer NCEA but not clear what courses/subjects will be offered. Makes the case that their curriculum will “not be so narrowly focussed as to severely limit student’s options” Makes an explicit reference to their intention to provide transitioning support for students once they have graduated 	
Financial risk and value for money	
	s 9(2)(b)(ii) OIA
<ul style="list-style-type: none"> <div style="background-color: black; height: 1em; width: 100%;"></div> the net working capital position based on the accounts provided. Arrangements around securing premises are not strong. 	

Questions:

- Can the applicant address the educational and pedagogical weaknesses in this proposal in the time available?

Group: B

4. Destiny School

Discussion

While this is a solid application and the existing school is delivering well for its current intake, the Board has serious reservations as to what will be gained by making this a Partnership School. The current school is well funded, and while it has a waiting list currently it could grow organically if it wished. Although the school is part of the Destiny Church, and it is presumed this constitutes its special character, there was no mention in the proposal of the extent or nature of religious instruction or proselytism that may be involved, in particular for non-Destiny member students.

Board evaluation summary

Value add
<ul style="list-style-type: none">• Very limited incremental gain as school already exists, is financially strong and could expand to the size proposed with or without PSKH status..• Feels like an attempt to integrate a private school.• Church proposes to continue to invest (circa 5%pa) into school if accepted as PSKH.
Focus on priority learners
<ul style="list-style-type: none">• The current roll is majority Maori and Pasifika.• Based in Wiri.• There was a concern that preference would likely be given to Destiny members, potentially displacing priority students over time.
Strength of school leadership and governance
<ul style="list-style-type: none">• Degree of connection with Church is unclear and appears to have been avoided in the application response.• School growth appears to be part of the wider expansion of the Destiny complex in Wiri.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• An existing school with solid results.• Achieving well in an area with generally weak schools.
Financial risk and value for money
<ul style="list-style-type: none">• Fees of \$3500 per current student.• Church subsidises each student also.• [REDACTED] s 9(2)(b)(ii) OIA

Group: B

5. Gisborne Girls High School

Discussion

This application is incomplete and does not answer the application questions. The Education Amendment Bill does not allow for a state school to sponsor a Partnership School, and it was not possible to evaluate the proposal without some knowledge of a proposed sponsor. While the existing school and academy is producing good results, most of the application described the existing school rather than the academy for which they were applying.

Board evaluation summary

Value add
<ul style="list-style-type: none">• Not clear - currently operating as an academy, not articulated as to why they should become a PSKH.
Focus on priority learners
<ul style="list-style-type: none">• Current roll 60% Maori.
Strength of school leadership and governance
<ul style="list-style-type: none">• Current school with BoT model.• Principal in place.• Cannot operate as PSKH school under existing Bill.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• No clear education plan provided.
Financial risk and value for money
<ul style="list-style-type: none">• No past financial information provided.• Proposed budget provided for 2014 (year 1) only.

Group: C

6. He Puna Marama Trust

Discussion:

An ambitious but coherent and well-constructed application. Highly aspirational with a strong understanding of the region's cultural context and the importance of identity-building. Affiliated to and supported by Nga Puhi. Propose to work in a high need area (the greater Northland region) where a number of schools are failing. Most of the proposal's claims were explained and justified to a high standard.

Board evaluation summary

Value add
<ul style="list-style-type: none">Proposing 70 students in 2014 rising to 300.
Focus on priority learners
<ul style="list-style-type: none">Region is poor with high number of Maori, and high educational underachievement levels.School to be Kaupapa Maori but not exclusive to Maori.
Strength of school leadership and governance
<ul style="list-style-type: none">Governance and management structure not well articulated (in particular how they intend to manage what the Board considered to be complex relationships).
Quality and coherence of the educational plan
<ul style="list-style-type: none">Proposing an end-to-end provision for learners, ECE and leadership academy already in placeStrong educational plan which demonstrated how the teaching and learning approach would facilitate improved outcomes for their students, however proposed curriculum may require development.Has a proven track record
Financial risk and value for money
<ul style="list-style-type: none">[REDACTED]

s 9(2)(b)(ii) OIA

Questions for further clarification

- What is the status of existing schools in the area?

Group: A

7. Manukau Christian Charitable Trust

Discussion:

There is a lot of heart and conviction in this application. The applicant has a good understanding of the community and the needs of priority students, and strong operational capability. The applicant currently runs an ECE with a very positive record seen in its ERO report. The proposal is complex, with a plan to open in four locations. The proposal is for a year 1-13 school, however the roll is small for this (182) and it is unclear how the students will be attracted.

Board Evaluation summary

Value add
<ul style="list-style-type: none">• A new school with a start-up roll of 182 rising to 540.
Focus on priority learners
<ul style="list-style-type: none">• Pasifika focused• Targets one of the most socio-economically deprived areas of urban Auckland.• Applicant has a good record in understanding and valuing students' identity, language and culture.
Strength of school leadership and governance
<ul style="list-style-type: none">• School being built out of existing church-based ECE, appears to be a complex governance structure• Proposed principal has Southern African experience
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Faith based curriculum using NZC but with little detail provided, felt a little 'cut and paste'• Performance management was weak in the application
Financial risk and value for money
<ul style="list-style-type: none">• [REDACTED]• [REDACTED]

s 9(2)(b)(ii) OIA

Group: B

8. Montessori 3-6

Discussion

While the applicant is clearly highly motivated and the application is aspirational, overall it lacks coherence and appears to lack strong linkages to priority learners. In general the Board sees value in making Montessori education more accessible to priority learners. However this application lacks evidence and strong backing from the wider community. The trilingual curriculum at primary level is ambitious, and overall the application would need considerably more development and time to meet authorisation criteria.

Summary

Value add
<ul style="list-style-type: none">• 25 new students in 2014
Focus on priority learners
<ul style="list-style-type: none">• There is not a clear focus on priority learners in this application• Not made clear how this application will accelerate learning for priority learners• Based in Napier no clear link made to priority learner geographies
Strength of school leadership and governance
<ul style="list-style-type: none">• Sponsor has sole responsibility, governance requirements not well articulated or understood
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Not clearly outlined how Montessori curriculum will be delivered
Financial risk and value for money
<ul style="list-style-type: none">• No past financial info provided

Group: C

9. Nga Kakano o te Kaihanga Kura

Discussion

A small, existing private school using the ACE curriculum and outsourcing NCEA to the Correspondence School. There were a number of good ideas and passion in the application which the Board would like to encourage. There were however several gaps in the application, notably a compelling rationale for converting this existing school into a PSKH. It is an ambitious application seeking to operate a composite school with small numbers, and it appears to assume greater knowledge and understanding of its record and achievements than was set out in the application. It struggled to describe how it will achieve its growth in enough detail. Based on the information in the application, the Board was not confident this school would be a safe starter for 2014.

It was noted that the applicant had received positive, encouraging feedback on its earlier indication of interest.

Summary

Value add
<ul style="list-style-type: none">Wants to grow to 200 learners by 2015 however it is unclear they can sustainably achieve this.
Focus on priority learners
<ul style="list-style-type: none">Te Atatu is a high need area with relevant priority groups.The existing school has a strong record of support from its parent community and has achieved well in speech, sporting and Young Enterprise Trust competitions.
Strength of school leadership and governance
<ul style="list-style-type: none">Culture of leadership is not clear.Principal in place (has been since 1998) but no JD or qualifications provided.
Quality and coherence of the educational plan
<ul style="list-style-type: none">The school's ERO report is positive.There is little reference to current education practice, no reference to national standards.Delivering NCEA via Correspondence is not a credible way to accelerate achievement for priority learners.
Financial risk and value for money
<ul style="list-style-type: none">[REDACTED]

s 9(2)(b)(ii) OIA

Questions for further clarification

- What information does MoE have on the academic results of the existing school and what were the reasons for its being declined as a special character school?


Group: B

10. Ngatiwai ki Whangaruru Whenua Toopu Trust

Discussion

This is an ambitious, innovative and highly aspirational application which is solidly grounded in its high-need community. There is a strong Ngatiwai kaupapa to the proposal. It provides detail on some aspects of its proposed operations, but not all, and overall there were some concerns about whether it could be ready by 2014. It is likely the proposers have assumed that what is blindingly self-evident doesn't need to be stated. The proposal does however have a number of attractive features including a trades and vocational focus and an experienced operator who is very familiar with the needs of the target students.

Board evaluation summary

Value add
<ul style="list-style-type: none">• Currently operating yrs 12-13+ wish to expand to yrs 9-13.• Increased roll of 34 is indicated.
Focus on priority learners
<ul style="list-style-type: none">• Clearly focused on Maori.• Describes adequately the complex operating environment.
Strength of school leadership and governance
<ul style="list-style-type: none">• The school has a range of partners and is strongly linked to its community.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• A trade/outdoor orientated curriculum delivering NCEA through both NZC and TMOA.• Few specifics regarding the curriculum – it appears to be a narrow pathway.
Financial risk and value for money
<ul style="list-style-type: none">• 

s 9(2)(b)(ii) OIA

Group : B

11. Ora Charitable Trust

Discussion

This application has a clear educational mission and vision, and shows a clear link between its target population of students and the design of its curriculum, including innovative delivery options. However the applicant did not clearly demonstrate their understanding of school structures and implementation plans. There were also concerns about the timing of the appointment of a principal and teaching staff. The Board felt they would benefit from interviewing this applicant to get a stronger understanding of them and their proposal.

Board evaluation summary

Value add
<ul style="list-style-type: none">• Proposing 66 new students in 2014 growing to 105 by 2017• Unclear how new students will be targeted or the level of unmet need
Focus on priority learners
<ul style="list-style-type: none">• Targeting Maori but this focus was not well articulated or detailed
Strength of school leadership and governance
<ul style="list-style-type: none">• Leadership roles listed but little detail of those in existing roles and how they will meet needs.• Success of school would be very dependent on the quality of teaching staff and principal.• A slow start to hiring could adversely affect the ability of the school to meet 2014 deadline.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Teaching and learning approach well evidenced, educationally strong application.• Weak description of assessment practice.
Financial risk and value for money
<ul style="list-style-type: none">• No existing financial history – new organisation

Group: B

12. Pacific Peoples' Advancement Trust

Discussion

This is a very ambitious proposal targeting multiple 'hubs' of year 11-13 students. The application is detailed and polished and provides strong supporting evidence. PPAT is clearly targeted at priority groups including the challenging subset of youth justice Pasifika.

The use of the Open Polytechnic as an outsourced education provider raises a number of questions for the Board which they would like to resolve via interview. An important question concerns the learning responsibilities between the Pacific Open School and the Open Polytechnic. There was also concern expressed about the achievement record of the Open Polytechnic, given that its performance for Maori, Pasifika and under 25 year olds is on record as being below the ITP sector average. Another significant question is how the applicant would ensure the appropriate calibre of tutors/mentors for the hubs. Reducing the scope of the application may be a way for them to reduce the start-up risk.

Board evaluation summary

Value add
<ul style="list-style-type: none">Proposing 200 students over 8 locations in 2014 rising to 1000
Focus on priority learners
<ul style="list-style-type: none">Clear focus on Pasifika
Strength of school leadership and governance
<ul style="list-style-type: none">Governance primarily outsourced to the education provider.PPAT governance group looks strong.
Quality and coherence of the educational plan
<ul style="list-style-type: none">Open Polytechnic is the outsourced provider which has a full NCEA level curriculum, strong systems and delivery mechanisms.Ensuring accountability of the outsourced provider is very important and this is unclear presently.
Financial risk and value for money
<ul style="list-style-type: none">Financial info available since 2011, has been supported by the Tindall Foundation, [REDACTED]

s 9(2)(b)(ii) OIA

Questions for further clarification

- Need to understand better the applicants' relationship with the Open Polytechnic and accountability arrangements.

Group: A

13. Rise UP Trust

Discussion

A primary school start-up focusing on Pasifika. Rise UP is very aspirational and strongly linked to its local community but did not describe its governance arrangements and lacked sufficient detailed information in a number of areas. As there is no strong education history, the Board was left with concerns regarding its ability to deliver in 2014. Rise UP could benefit from a strong educational partner.

Evaluation summary

Value add
<ul style="list-style-type: none">• Targeting roll of 50 Maori and Pasifika students in 2014
Focus on priority learners
<ul style="list-style-type: none">• Situated in Mangere with strong links to local Pasifika community
Strength of school leadership and governance
<ul style="list-style-type: none">• Governance structure not clearly described• Job descriptions for key roles but no principal in place• No practical experience of running a school
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Identify NZC but the teaching and learning programme is not detailed• Retention methods are well described
Financial risk and value for money
<ul style="list-style-type: none">• [REDACTED]

s 9(2)(b)(ii) OIA

Questions for further clarification

- How strong is the relationship with Mt Hobson School?

Group: B

14. Te Kahao Health Ltd

Discussion

A Hamilton-based health provider with a range of networked services for predominantly Maori clients. The application is well presented but lacks a clearly evidenced description of the need for its marae-based kura offering. The application has based its proposal on the existing Nga Taiatea Wharekura which has achieved outstanding results in the Waikato. However, Te Kahao lacks the educational experience to emulate this success presently. It appears to need someone with a strong educational background to translate the high aspirations into practical management plans for the kura. There are two other applications from the same marae and it is not known what the relationships are between these groups or whether there would be support from them for this proposal, should it proceed.

Board evaluation summary

Value add
<ul style="list-style-type: none">• Targeting 50 year 7-10 students in 2014
Focus on priority learners
<ul style="list-style-type: none">• Marae-based school• Clear plans as to how priority group will be targeted
Strength of school leadership and governance
<ul style="list-style-type: none">• Poor description of governance roles, no lead teacher named• Adequate board descriptions
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Not clear in the Application how NZC would be achieved, insufficient detail provided to assess education strength
Financial risk and value for money
<ul style="list-style-type: none">• No financial history provided

Questions for further clarification

- What is the relationship between this applicant and other proposers for kura on the marae?
- How does the applicant propose to acquire the educational experience and leadership required for this proposal to succeed?

Group: B

15. Te Rununga o Turananui a Kiwa

Discussion

This is a very well-intentioned application with a strong underpinning of community support and the only rununga-based application. Based in Gisborne, the applicants' rohe has a high Maori population. The application was underdeveloped in a number of critical areas and lacked sufficient detail to enable a proper evaluation. The Board felt it was unlikely that these deficiencies could be addressed in time for the kura to start up in 2014.

Evaluation summary

Value add
<ul style="list-style-type: none">• Very small scale school, roll of 20 learners in 2014 across 2 year groups (9&10) rising to 40 by 2016.
Focus on priority learners
<ul style="list-style-type: none">• Rununga based, targeting Maori
Strength of school leadership and governance
<ul style="list-style-type: none">• Unclear how structure would work• Relationship with iwi would be important and would require careful ongoing management
Quality and coherence of the educational plan
<ul style="list-style-type: none">• Not very clear, intend to use NZC and Te Wheke health approach• Curriculum presented is more suited to a primary school
Financial risk and value for money
<ul style="list-style-type: none">• [REDACTED]

s 9(2)(b)(ii) OIA

Group: B

16. Upper Valley Education Trust

Discussion

This is a well-presented and informed application which shows strong community knowledge and in particular a good understanding of special educational needs. It is currently a very small private middle school focusing on a year 7-10 cohort. One of its stated objectives is to test the value of the middle school model. Most aspects of the application were thorough but a significant weakness was its ability to target priority groups. It didn't describe the needs of Maori and Pasifika well and appears to be poorly located to target lower socio economic students.

s 9(2)(a) OIA

Evaluation summary

Value add
<ul style="list-style-type: none">• Incremental gain growing from current role of 12 students to potentially 38 in 2014; plan to grow to 48 students by 2015.• Unclear that this rate of growth is achievable.• A good understanding of special needs students.
Focus on priority learners
<ul style="list-style-type: none">• Situated in a mid-decile area with pockets of poverty.• Application lacks clarity of focus on priority groups.
Strength of school leadership and governance
<ul style="list-style-type: none">• Some roles in place and CVs provided but these were somewhat vague.
Quality and coherence of the educational plan
<ul style="list-style-type: none">• NZC• Intend to offer an integrated programme.• Good understanding of all areas of teaching and learning.
Financial risk and value for money
<ul style="list-style-type: none">• [REDACTED]

s 9(2)(b)(ii) OIA

Group: C

17. Villa Education Trust

Discussion

A professional and well-evidenced application with strong business and operational plans. Currently an independent school based in Mt Hobson, Remuera, led by a very well-regarded principal. Proposal is to open schools in three locations (South Auckland, West Auckland and Whanganui), however it is not entirely clear why these locations have been chosen. It is unlikely the applicant has a strong local knowledge of all of these areas. The Board is not confident they can reach targeted student numbers or location growth targets.

Board evaluation summary

Value add
<ul style="list-style-type: none">• Planning 420 students within 3 years.
Focus on priority learners
<ul style="list-style-type: none">• Current school has very low proportion of priority learners (2% Maori)• Not clear how priority learners will be targeted
Strength of school leadership and governance
<ul style="list-style-type: none">• Governance and management structure not clearly explained• No personnel identified as yet• Multiple hub model may complicate governance and leadership
Quality and coherence of the educational plan
<ul style="list-style-type: none">• NZC offered as an integrated programme with strong descriptions of implementation. An innovative learning hub model.
Financial risk and value for money
<ul style="list-style-type: none">• [REDACTED] s 9(2)(b)(ii) OIA

Questions for further clarification

- How would the applicant ensure high quality educational leaders were appointed to these schools in the time available?
- What additional experience/resources would the applicant be able to acquire to ensure the schools would be able to engage successfully with Maori and Pasifika students?

Group : B

5. ACTIONS AGREED

- a. The Ministry was asked to arrange interviews with the three A-ranked applicants, and also with the following:
 - 180 Degrees Trust
 - Ngatiwai ki Whangaruru Whenua Toopu Trust
 - Villa Education Trust

- b. It was agreed that Board members would further evaluate B applicants, and where appropriate, contact referees.
- c. The Ministry was asked to provide further information on the B-ranked applicants, in particular:
 - institutional knowledge from the Ministry and its regional operations developed through their experience of and relationships with the applicants
 - more detailed analysis of the financial basis of the proposals
 - more detail on educational performance from ERO reports
- d. Based on this information, further consideration would be given to interviewing these applicants.

The meeting closed at 5.00pm