

APPLICATION

To operate a
Partnership School | Kura Hourua opening in 2014

ISSUED 6th MARCH 2013

DUE 12:00pm (Midday) 16th APRIL 2013

APPLICATION

This section contains the Application that all Applicants must complete as your form of response. Applicants must follow the overarching instructions listed in Part 1 – Section 8 guide to completing the Application in addition to any specific instructions provided with any part of the Application.

1 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	Te Kawe Ratu			
Position:	Interim Chair			
Phone number:	[REDACTED]	s 9(2)(a) OIA		
Mobile number:				
Email address:				
Fax number:				
Is the contact person authorised to negotiate?	Yes	Y		

2. Applicant's organisational profile	
Full legal name:	Te Kura Amiorangi
Trading name: (if different)	if applicable
Name of parent organisation:	Te Taniwha Youth Charitable Trust
Physical address:	12 Cranbrook Place
Postal address:	
Company website:	Not Yet
Location of head office:	Hamilton
Type of entity (legal status):	Charitable Trust
Company registration #:	2205956
Country of residence:	NZ
GST registration number:	Not Yet

3. Overview of Applicant's organisation	
Type of organisation:	Youth Organisation
Year established:	1996 established 2009 incorporated
History:	1996 started Tainui Rohe Kapa Haka Competitions 2000 started National Primary schools Kapa Haka Competitions 2004 – 2008 started National Hip Hop Competitions 2000 – 2011 Run league Tournaments 2012 Huntly Youth disco's
Summary of experience relevant to this RFA:	Intended Staff Teaching working in their fields for over 10 years
Total number of staff in NZ:	5
Number of locations in NZ:	1
Overseas locations:	n/a

4. Current business commitments & proposed key personnel	
Business commitments:	nil
Other Contracts with government	nil

5. Probity	
List any pending claims against the organisation:	nil
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	nil

6. Disclosure of proposed partners	
Disclosure:	Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	n/a
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	n/a
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

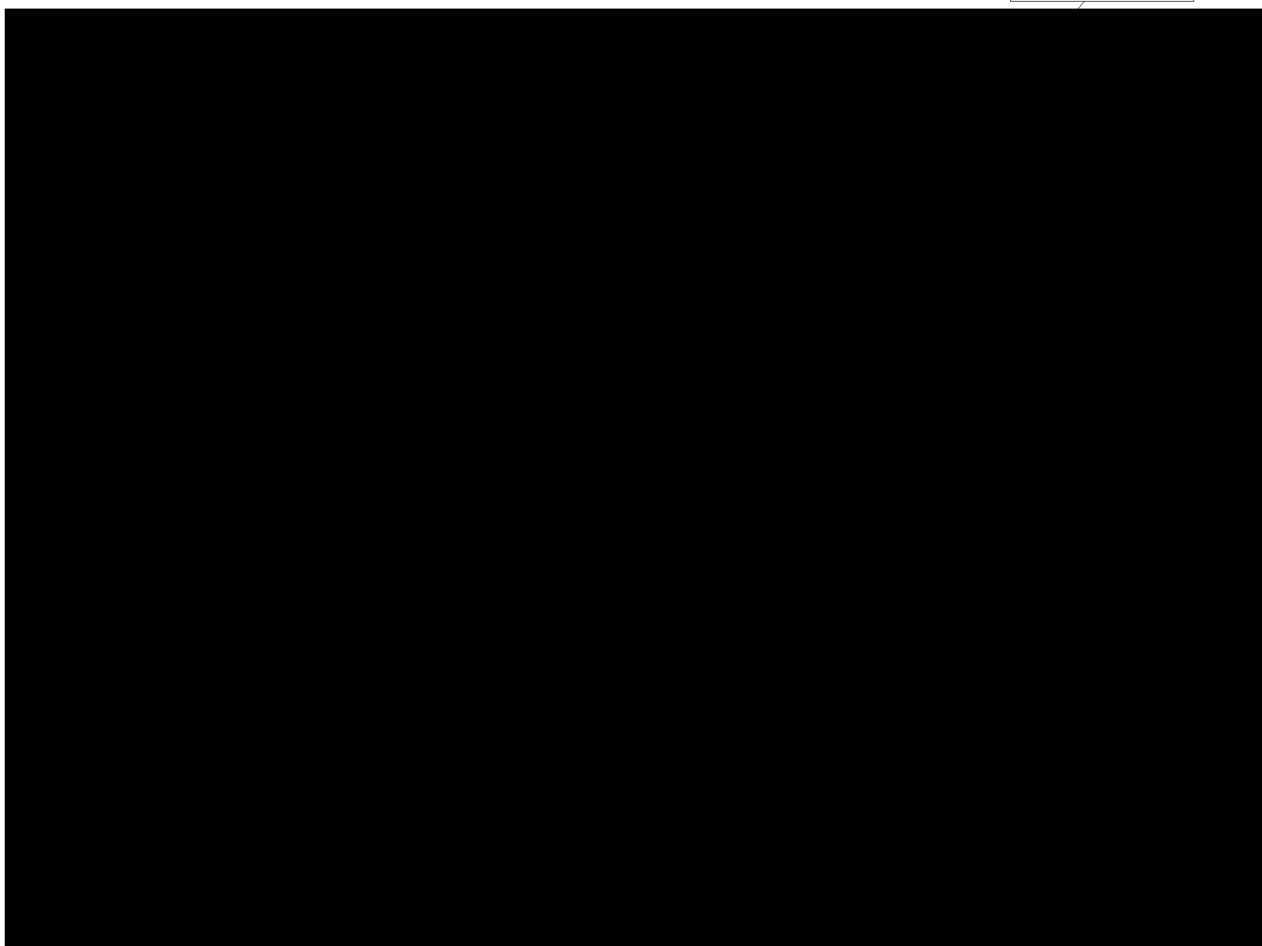
Copy and add more rows as required

7. Financial information				
Current financial status:	brief description of the organisation's current financial status & stability			
Gross revenue:	[REDACTED] s 9(2)(b)(ii) OIA			
Gross profit:	nil			
Last audited financial accounts:	2000			
Copy of latest audited accounts attached?	Yes		No	N
Copy of latest annual report attached?	Yes		No	N
Is organisation in dispute with any trade union?	Yes		No	N

8. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees.

s 9(2)(a) OIA



s 9(2)(a) OIA

2 PURPOSE AND GOALS

The statement of Purpose and Goals should act as your executive summary and describe why you want to establish your particular PSKH in this area, its distinctive purpose and how it will support student achievement. The statement of Purpose and Goals should be reflected through all sections of your application and later sections must demonstrate that it is both deliverable and affordable.

2.1 Objective

The Statement of Purpose and Goals is the driving force behind all other components of the application. It should clearly convey that all elements of the school's educational business and operational plans are in alignment and all outcomes are linked to your Statement of Purpose and Goals.

Performance goals need to reflect how the school will contribute to the relevant targets developed by the Ministry of Education in response to the Government's Better Public Service goals for education. That is (for example):

1. Increase the proportion of learners achieving literacy and numeracy standards;
2. 80% of schools will be demonstrating highly inclusive practices for learners with special education needs with 20% demonstrating good practice; and
3. 85% of learners achieving NCEA Level 2 by 2017.

Successful Applicants will also demonstrate that they have the desired cultural capability to work in ways that value and validate the identities, languages and cultures of the priority groups. And that they remain committed to further developing this capability to ensure it becomes the foundation by which they become highly effective in the delivery of the contracted outcomes.

2.2 Questions

- a) "Whaia I te iti kahurangi" Seek excellence

Whangai te ika ki te tangata ka ora mo te ra. Akonga te tangata ki te hi , ka ora "mo ake tonu atu"

Give a man a fish you feed him for a day. Teach a man to fish you feed him for ever.

The essence of these two whakatauaki are the conceptualisation of the dream of Te Kura Amiorangi

- Give our youth their identity , a kura that will build relationships with them and value them
 - A curriculum that will excite them and allow for their individual learning styles
 - Policies that will be developed alongside the youth/their parents teachers and community.
 - Parent and Community involvement.
 - Appropriate academic skills and qualifications to achieve in the workforce.
 - The recognition of the treaty of Waitangi ,te reo rangatira , and tikanga
 - Equal educational opportunity
 - Spirituality to be strengthened and valued.
 - Healthy Living –EOTC –Sports-Nutrition to be encouraged
 - With these tools the students will be able to succeed in the wider world. And contribute positively to society.
 - A teaching and learning environment which is naturally suited to encouraging all children to strive for excellence.
- b) Te Kura Amiorangi performance goals will be measured by the success of students within their subjects ,their attendance , their appearance , and their attitude. That students will stay at school to year 15 unless desired pathways are already met and achieve a minimum of level 2 NCEA by year 13 or 15 with a maximum of level 5 by Year 15. Year 9 and 10 students will also be set targets to achieve in the NZ curriculum document.
- c) The advantages of this application is the programmes are exciting and more context orientated and practical, meaning the students can see the use of learning .Survival camps and challenges will be interspersed throughout the year to build character and survival skills.

3 EDUCATIONAL PLAN

3.1 EDUCATIONAL FOCUS

3.1.1 Objective:

The Educational Plan is the heart of your application. It must show how each element serves to reflect the school's purpose and allows performance goals to be met.

The plan must describe the structure of your school and the experience that students will have there. It must also show how the school intends to evaluate the performance of both individual learners and the school as a whole.

Your target student population must be clearly identified and plans for engaging with the Government's priority groups and parents, family/whānau and community are clearly identified and achievable.

The school's learning environment and teaching practices will be designed to match the educational needs of the proposed student population and lead to success for the Government's priority groups. The school self review processes should be linked to, and reflective of, best practice and ensure ongoing development and improvement.

Reviewers will expect that the proposed approach to monitoring student progress and achievement will align with the school's stated purpose and goals.

3.1.2 Questions:

Part A - Proposed student population and educational need

1. Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.
2. Provide detail on the following:
 - a) the relationship between the student population to be served and the intended geographic location of the school;
 - b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school;
 - c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement; and
 - d) how you propose to attract these students.

Part B – Curriculum

CURRICULUM POLICY

Rationale

Te Kura Amiorangi will foster student achievement by providing teaching and learning programmes in te reo Māori and English. These programmes will incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements and National Education of Achievement Standards (NCEA).

Purposes

- to recognise that each child has their own individual talents and gifts, their own dignity, motivation, and ways of learning;
- to provide programmes, in te reo Māori and English, that meet children's learning needs with opportunities for success;
- to provide career education and guidance for those students who are at risk of leaving school unprepared for the workplace or for further learning.

Guidelines

1. The school will:
 - provide teaching and learning programmes, in te reo Māori and English, which are consistent with the New Zealand Curriculum, NCEA, and as well, reflect the school's Goals
 - provide all students with opportunities for success with priority in literacy and numeracy, especially in years 9– 10;
 - implement programmes, plans, and policies to address the learning needs of students
 - identify the effectiveness of programmes, plans and policies on the basis of good quality assessment information
 - implement strategies which address barriers to learning and achievement;
 - assess student achievement against the national achievement objectives, maintain individual records and report on student progress;
 - consult with the school community in regard to policies, plans and targets for improving the achievement of students;
 - provide appropriate career education and guidance for all students in year 9 and above, in particular, students who are at risk of leaving school unprepared for the transition to the workplace or further education/training.
2. The school will, through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, regularly reviewed and analysed for effectiveness.
3. This evaluation will be the starting point for further action, as identified in the strategic plan and in National Administration Guideline 2.

CURRICULUM PROGRAMMES

Pangarau Te Reo : Maths Te Reo Instruction will be 1 hour per day 4 days a week

English : English will 2 Hours a week

Options: All students will choose their own timetables at the beginning of the year

Performing Arts : - Dance , Music , Kapa Haka, Drama

Computer : Programming , Graphics , Maintenance

Trade School : Building , Mechanics , Catering , Air Pilots Training , Cadets Training

Sports Academy : Rugby League –Basketball –Tennis-Golf-Squash

Conclusion

The success of effective learning is based on enjoyment, excitement, challenge and involvement of staff, and students within a supportive community environment. Thus, an active partnership of students, teachers, parents and community will provide the opportunity to reflect, share and progress toward life long learning. The curriculum will give students skills and tools to run their own business or work competently within existing establishments.

Part C - Learning environment and teaching

Instruction will be practical followed by theory. Real life situations for students will be encouraged ie Having stalls at Franton Market to sell food or clothing made at school. Taking in cars or houses renovating then selling for a profit. Making computer Software games then on selling them. Travelling the country entering league tournaments or Trips to Australia to source contracts for league academy. As envisaged by the Kura Goals "Teach a man to fish"

Maori and Polynesian students learning styles are complex and simple. A lot has to do with relationships with teachers with whanau. They adapt to any learning situation but thrive with hands on and context oriented tasks. Something that's going to get a result or reward.

Outline the school's planned self review processes.

Purpose

to implement processes of self review that identifies strategies for continuous improvement which ensure that quality learning and teaching take place at Te Kura Amiorangi.

Guidelines

1. "Self Review is the way The Kura identifies, assesses and evaluates the effectiveness of the school in meeting the values it has adopted, fulfilling its obligations to the community and providing the education it wants for its students."
Self Review in Schools, National Education Evaluation Reports, No 3, 1994, Moderation reports for NCEA.
2. There will be a timetable of review in the strategic plan, which documents the effectiveness of the policies, plans and programmes in line with the National Administration guidelines that details reporting requirements.
3. There will be regular reviews of the curriculum and staff professional development.
4. The general goals of the Kura will be included in the review process.
5. The National Education Goals will be implemented through Te Kura Amiorangi Charter and curriculum, and management systems.
6. The school will detail the implementation of the National Education Goals in management procedures.
7. The school will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students and groups against the plans and targets of the strategic plan.

Conclusion

The implementation of the National Administration Guidelines and the National Education Goals, the school charter and strategic plan will be reviewed regularly to monitor the continuous improvement process.

Part D. Student progress and achievement

See Curriculum statement

3.2 SUPPORT FOR LEARNING

3.2.1 Objective:

To furnish the evaluators with details of your proposed vision and plans covering:

- management of engagement with parents, whānau and community in which the PSKH will operate;
- the type of culture that you will seek to establish and how this will be implemented;
- the development of your people and how they will be involved in the design of this; and
- provision of a safe learning environment for all students.

3.2.2 Questions:

Part A – Parent / Family / Whānau / Community involvement

Parents/Whanau/Community are important with the establishment of any entity. Without their support the workload increases. It can be achieved but with support the progress is quicker and less time consuming. With this in mind regular Parent/Teacher/Student (once a week every Friday 3.00pm – 6.00pm) activities will be encouraged to update everyone on progress. There will be an open door policy for parents to come into the school, just report to the office so that everyone knows who is on site. Parents will be encouraged to assist with classes some voluntary some paid. At least 10 hours a week per whanau contact with kura will be encouraged. 5 hours will be paid in scholarships or for school equipment, school camps etc. There will be reports sent out each term on students progress and attendance along with informal chats with teachers weekly available. An end of year school production will be preceded by a report night for Parents

Part B – Community Participation

Te Kura Amiorangi will endeavour build links with community agencies for health, ministry, sports and business. To help run the programmes of the school. Local businesses will be sought to help with job training as well as sponsorship. Agencies such as Te Kohao Health and Raukura Hauora will be welcomed into the school. Te Kohao Health will be approached to help students keen on pharmacy and mirimiri. Other organisations and will also be approached.

Other Youth links (Whai Marama Youth) will be fostered to find students not engaged with school that would like a second chance at an education that they would like to do.

Part D – Safe Learning Environment

Te Kura Amiorangi aims to

- provide a safe physical and emotional environment for students and
- to comply with all current legislation which ensures the safety of students and employees.

Purposes

- to provide a safe and healthy learning and working environment for students and employees at Te Kura Amiorangi;
- to preserve the long-term health of the school community by demonstrating care and concern for self, others and the environment.

Guidelines

1. The school will have written management procedures that are actively practiced and regularly reviewed for compliance. These will include:

- sexual, physical and emotional abuse
 - protection from communicable diseases
 - protection from identifiable hazards, e.g. weather, sun, road safety, emergencies, field trips, equipment, structures;
 - adult conduct in the school, e.g. parents, visitors, teachers;
 - providing a healthy learning environment;
 - children's conduct in the school;
 - sick bay/ medical room;
 - the Occupational Health and Safety Act and other Health and Safety legislation and their implementation;
2. Risk Analysis Management systems (RAMS) will be part of management procedures.
 3. Management procedures will reference current legislation.
 4. Te Kura Amiorangi will build this policy by consultation with Teachers/Parents /Students/Community to provide a workable positive model.
 5. Suspensions/ Stand downs will be a long way down the track , rather than first point of call. Strategies will be put in place to find a workable answer to the incident, making sure that everyone involved feels safe.

Conclusion

The school will have a set of implemented management procedures which will result in a safe and caring physical and emotional environment for the community of Te Kura Amiorangi.

Part E – Professional development for teachers, administrators and other school staff

Teachers must participate in Professional Development courses 4 times a year. Once a

4 BUSINESS PLAN

4.1 Objective:

In this section you need to demonstrate how your school will be managed, and students recruited, accommodated, and funded. You need to assure us that your school will be financially viable within the funding available and has the appropriate capability and capacity to establish and operate a publicly-funded school.

4.2 Questions:

Part A – Governance, Management, and Administration

1. Describe your proposed structures and design rationale covering:
 - a) Governance; will be determined by Te Kura Amiorangi Board
 - b) Management; Day to day management will be monitored by the Principal/Manager along with the site manager for grounds and staff.
 - c) Administration; Principal/Manager –PA-Secretary and Teachers
2. Agreements will be clearly defined between sponsors and Kura which encompasses The principal/manager and board.
3. All decisions will be arrived at with consultation with teachers/parents/students and board.

Part B – Planning and Establishment

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year. Haven't really established a plan until approval is given for kura.

Part C – Finance

5. Crown Funding will be mixed with iwi funding and other funding to meet expenses of the kura as well as course investments.
6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.
 - a) Base Funding will be provided by crown to run programmes. Extra funding will be sourced from iwi to help fund pilot programme. Other funding sponsorship will be sourced to help with programmes. All courses will run business programmes to create funding to help purchase more equipment resources or pay for trips.
 - b) A mutual relationship with terms of agreement organised between kura and funder.

7. Describe your proposed:

A Wages Clerk/Accountant will be hired by Te Kura Amiorangi to sort out Payroll issues for all staff-Budgets for subjects-Forecasting Kura expenditure-Kura Expenses.- Maintenance-Kura Accounts.

A monthly will be tabled at board hui.

Yearly accounts will be audited by local account firms

Insurances will be organised by wages clerk

Part D – Facilities

Te Kura Amiorangi will be located within the Waikato. The Pilot cadet programme will be located at Matamata Air. The League academy will be located at various venues around Hamilton for training purposes. The Catering Building and Mechanics will be located in Hamilton. All Buildings will be leased. A meeting hall will be hired once a week for whanau days assemblies Kura Activities. Kura camps will happen first week of each term to allow students to bond. Other camps will be co-ordinated during the year for team and course bonding (survival camps etc) Describe your proposed facilities covering:

Intel will be approached to assist with funding or a lease programme for 3 labs with 30 computers in each lab as well as a recording studio for Te Reo Pangarau and computer programmes

Matamata Air will be contracted to lease buildings for pilot training. Te Kura Amiorangi will purchase its own planes.

Renovations if any of sites will be calculated into property budget.

All buildings will be leased or tenanted

Part E – Enrolment and School Marketing

9. Outreach to the community

a) Public announcements concerts will be organised to let people know about Te Kura Amiorangi and ongoing advertising and school achievements will be also be advertised.

b) Parents/Whanau will be asked to volunteer at school 5 hours paid and 5 hours voluntary to help parents engage more with their child's learning.

c) Community organisations will be identified and asked to help deliver programmes within the kura that may inform or help students/whanau.

Future expansion and improvements

Enrolment targets

2014 (120 students)

Yr 9	Yr 10	Yr 11				
40	40	40				

2015 (200 students)

Yr 9	Yr 10	Yr 11	Yr 12			
80	40	40	40			

2016 (280 students)

Yr 9	Yr 10	Yr 11	Yr 12	Yr 13		
80	80	40	40	40		

2017 (380 students)

Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Yr 14	
100	80	80	40	40	40	

2018 (480 students)

Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Yr 14	Yr 15
100	100	80	80	40	40	40

As roll increases other buildings will be sourced to lease on a year by year basis. Staff wages will reflect their input and bonuses and rewards will be paid. As always Te Kura Board will be consulted with all bonus pays and leasing decisions.

Part F– Other -nil

5 OPERATIONS PLAN

5.1 Student Policies and Procedures

5.1.1 Objective:

To provide the evaluators with details that demonstrate your organisation's capability to operate a PSKH; and to show that your enrolment policy commits to a fair and transparent enrolment process which aligns with the stated purpose and goals of the school and ensures the requirements of the Bill are met.

The timeline for registering and enrolling students must allow all students in the target population fair and reasonable opportunity to submit an enrolment application.

5.1.2 Questions:

Part A - Timeline for registering and enrolling

Student Entry Policy

Student entry at Te Kura Amiorangi is open to all students. 120 first year 200 2nd year 280 3rd year
480 4th year 860 5th year

GUIDELINES: ENTRY REQUIREMENTS

1. Mid-stream enrolments may be granted entry upon the discretion of the Rūnanga.
2. Competence in Te Reo Māori will be assessed as a guide only:
 - interview of parents and child by the Principal or Lead Teacher
 - SES students from other kura must have SES approval finalised
 -
3. Other entry requirements for students are that they agree to and sign the code of conduct of Te Kura Amiorangi.
4. First 120 students will be accepted in 2014. If the number is larger than that an application may be sought to ministry to increase the number. Otherwise students will be on list for the new year. (The kura may adopt the option of accepting extra students at the cost to the kura upon discussion with Parents /Community/Teachers/Students. Proposed timeline for registering students will be November 2013

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

There will be a withdrawal policy but not an expulsion suspension policy

Part C – Grievance Process

Parents may lodge their appeals to Kura Policies with the board and allowed to speak to it at the board meetings. If still not satisfied may take the matter to other bodies to receive advice.

5.2 Personnel

5.2.1 Objective:

Key Personnel

Principal/Manager

Principals PA, principals nominee to NZQA

Wages Clerk/Property/Kura Expenses/Accounts

Secretary

Manager (Grounds-Cleaning)

Cleaning Staff

Teachers

Relievers

Assistants

Part A - Key leadership roles

1. These positions will be advertised once Te Kura Amiorangi application has been approved
2. The Principal/Manager needs to be a visionary capable of working with a large staff both professional , non professional and voluntary. Have good organisational and reporting skills. Not dictatorial but firm and goal orientated. Teaching expertise would be an advantage but not necessary to apply. Able to raise staff to a higher level.

PA /principals nominee : organises principals calendar-duties-reporting timelines for the ministry-appointments.

Secretary : Phone-Admin duties for Principal/PA/Wages Clerk

Wages Clerk : Payroll for staff-Budgets for subjects-Forecasting Kura expenditure-Kura Expenses.Maintenance-Kura Accounts

Manager Grounds Cleaning : Organises Cleaning Ground Staff. Organises maintenance requests . Kura expenses.

Teachers will be a mix of qualified teachers or exponents of Expertise ie Dance instructors Kapa Haka Tutors, carvers . Percentage will be dictated by applicants applying for the positions. No set percentage to be decided unless determined by ministry.

Assistants : Essentially Teachers aides 1 per teacher to help in consultation with the teacher.

Relievers : Follow Reliever Guidelines

Volunteers : All parents will be asked to offer 5 hours voluntary service and 5 hours paid service.

All positions will be advertised in the gazette and news papers.

All applicants must agree to police vetting and background checks –previous employers referees etc

Staffing Plan (Indication Only as some staff may be able to teach 3 different disciplines therefore time for different staff may vary. The approx amount of students with each may also vary according to the tasks ie In building a house 30 students may help to prepare the foundations and grounds frames. And then 3 students will complete the fitout. So numbers will be flexible according to the outcomes desired.

All positions will be fixed term , with holiday and other allowances added into pay.Actual policies to be developed with consultation with Te Kura Amiorangi Board

As staff will be fixed term evaluations will be carried out at the end of the year in terms of future employment , whether that employment change to full time or fixed again will decided upon discussions with principal/manager and board. Details to be Fleshed out by Te Kura Board. Regular Staff appraisals will be conducted .

Rationale

Te Kura Amiorangi Board will be a good employer

Purposes

- to provide the best learning environment for students we recognise that staff require high optimum working conditions, adequate resources, effective on-going training, career opportunities and encouragement;

- to foster staff well being and promote high levels of performance.

5.2.2 Guidelines

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4. *Smoke-free environment*
 - the school will provide a smoke free environment for students and staff;
 - the school will comply with any current smoke free legislation;
 - any designated smoking area will be out of sight of and away from normal access to children.
 5. *EEO (Equal Employment Opportunities)*
 - all school policies and procedures will incorporate EEO requirements;
 - The Board of Trustees will specify an EEO programme in consultation with its employees.
 6. *Sexual Harassment & Harassment*
 - Sexual, verbal or any form of harassment is not acceptable. The school and the Board of Trustees will specify procedures to deal with this.
 7. *Staffing*
 - all staff will be employed under an individual or collective contract;
 - Te Kura Amiorangi Board of Trustees will abide by the provisions of the relevant contracts that affect the staff;
 - the school will have management procedures that outline managing personnel practices.
 8. *Appointments*
 - the Board of Trustees will appoint the principal in accordance with written procedures;
 - the Principal will consult with the Board of Trustees for senior appointments;
 - all other permanent staff will be selected by the Principal
 - The Board of Trustees will ratify all appointment.
 - All staff and contractors will subject to Police vet (Nag5)
 9. *Staff Leave*
 - leave is generally covered by the relevant collective or individual contracts;
 - leave outside these parameters may be granted at the discretion of the principal;
 - the principal will consult the Board of Trustees in all discretionary leave over five days.
 10. *Performance Appraisal*
 - the school will have a performance appraisal system, which is consistent with national standards and in keeping with the goals of the Charter.
 11. *Staff Development*
 - the school will have a staff development programme for all staff.
 9. *Dealing with complaints*
 - matters of concern will be directed to the person/s involved;
 - the principal or a Board of Trustees member may receive a complaint in writing and will direct it to the person/s concerned;
 - the principal may act as a facilitator in a meeting between the parties concerned;
 - the school and the Board of Trustees will have joint procedures for managing complaints;
 - the investigation or consideration of a complaint should be on a scale appropriate to that complaint, and should not escalate the issue beyond those who are immediately involved.
 10. The school will take into account the New Zealand Teachers Council Reporting and Disciplinary Process¹ for how the Council will deal with teacher's competency and discipline issues.

¹ Since September 2004 see www.teacherscouncil.govt.nz

11. The school will comply with all current legislation regarding personnel. The State Sector Act 1988, the Employment Relations Act 2000, the Human Rights Act 1993, the Privacy Act 1993, the Harassment Act 1998 will be included in this compliance. The school will have a documented management process, which details these requirements.

5.2.3 Conclusion

Te Kura Amiorangi will have school procedures and Board specifications that will ensure continuing development as a good employer.

5.3 Legislative and Health & Safety

National Administration Guideline 5

Each Board of Trustees is also required to:

- i. provide a safe physical and emotional environment for students;
- ii. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Rationale

Te Kura Amiorangi aims to

- provide a safe physical and emotional environment for students and
- to comply with all current legislation which ensures the safety of students and employees.

Purposes

- to provide a safe and healthy learning and working environment for students and employees at Te Kura Amiorangi;
- to preserve the long-term health of the school community by demonstrating care and concern for self, others and the environment.

Guidelines

The school will have written management procedures that are actively practiced and regularly reviewed for compliance. These will include:

- sexual, physical and emotional abuse
- protection from communicable diseases
- protection from identifiable hazards, e.g. weather, sun, road safety, emergencies, field trips, equipment, structures;
- adult conduct in the school, e.g. parents, visitors, teachers;
- providing a healthy learning environment;
- children's conduct in the school;
- sick bay/ medical room;
- the buildings and grounds are smokefree
- the Occupational Health and Safety Act and other Health and Safety legislation and their implementation;

Risk Analysis Management systems (RAMS) will be part of management procedures.

Management procedures will reference current legislation.

Recording

Enrolment /Attendance : Records will be kept by all staff and checked weekly and monthly by a staff member responsible for rolls

Achievement : records will be retained by all teachers with a central copy kept by principals nominee for NZQA purposes.

Conclusion

The school will have a set of implemented management procedures which will result in a safe and caring physical and emotional environment for the community of Te Kura Amiorangi.

6 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

7 Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1			
2			

8 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application. 	agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	agree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	The Applicant warrants that in submitting this Application it has not:	agree

	<ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. 	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	agree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	Te Kawe Ratu	
Title / position:	Chair	
Date:	10.4.2013	

9 Applicant Check List

A check list is included below, for your reference only.

Action Required	Done
1. Submit the Intent to Respond Notification (Application Section 1) to applications@partnershipschools.education.nz by 5:00 PM Friday 22 nd March 2013	
2. Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 th April 2013	
3. Complete all required sections of the application.	
4. Nominate and provide details on 3 suitable referees	
5. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16 th April 2013	
	<p>Seven paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)</p>
	<p>One paper copy of the Excel spread sheet containing your commercial information/financial details</p>
	<p>One CD Rom or memory stick containing an electronic copy of each of the sections of your response</p>
	<p>Applicant declaration of compliance</p>