



Request for Application to operate a Partnership School | Kura Hourua opening in 2015.

Part Two - Application Form

Submitted By:
The Niu Pacific Information Trust Board
AO MALAMA (AOGA SAMOA I AOTEAROA) (NZ)

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Introduction

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.

NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

1 Applicant Contact Details

i. Contact person for this Application

Contact person:	Levi Tavita							
Position:	Chief Executive Officer							
Phone number:	[REDACTED]							
Mobile number:					s 9(2)(a) OIA			
Email address:								
Is the contact person authorised to negotiate?	Yes							

ii. Sponsor Organisation


Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.


Full legal name:	The Niu Pacific Information Trust Board
Trading name: (if different)	<i>if applicable</i>
Name of parent organisation:	<i>if applicable</i>
Physical address:	<i>if company insert registered office address</i>
Postal address:	PO Box 43-122, Mangere Town Centre
Website:	<i>If applicable</i>
Location of head office:	Auckland
Type of entity (legal status):	Trust
Registered Charity	Yes
Charity (or) Company registration #:	225252


Country of residence:	NZ	
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iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	1970 - Present

Referee #2	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	1994 - Present

Referee #3	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2001 Ongoing through media networks

2 Applicant Profile

i. Applicant Organisation

- a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

Response

No

- b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

Response

Sponsor intends to run school

ii. Overview of Applicant's organisation

Type of organisation:	The Niu Pacific Information Trust Board is charitable in nature and which indicates the manner of its operations. Its business is information service as providers, promoters and facilitators. In this capacity range we teach, write, edit and publish material for use by schools and educational authorities which main business is catering for the needs of Samoan and Pasifika children whose second language is English. Our main focus area is Samoan-English bilingualism as an applied tool to harness and appropriate the best that bilingual learning models can offer.
Year established:	2000
History:	The Niu Pacific Information Trust Board was formally established in 2000 though it started off 5 years earlier. Borne out of our own experience as trained Pasifika teachers the rationale was to make a difference in our Pasifika children's academic achievements. In mainstream classrooms many young Samoan/Pasifika children struggle with English right from the word go; this we believe is due to lack of facilitatory support, including limited choices on use of other effective learning models. Facilitation for us then means preparing good quality resources for both teachers and students. We have provided educational resources since 1995 that are relevant and affordable; a total output of 50 titles including readers, references, workbooks, posters, videos, and promotional materials. Our resources are found in public libraries, schools,

	homes around the country. We also publish a weekly online bulletin catered mainly for the same purpose. Our board members also provide professional services in the training and mentoring of teachers whenever our service is needed.
Summary of experience relevant to your application to operate a Partnership Kura:	<p>Management - among four personnels we share a wide range of experiences at middle to top management level.</p> <p>Our Senior Executive Officer was once a Managing Director of a bilingual newspaper in Auckland, including present role as Editor in Charge of our online bulletin OLA and Manager of our Trust. Prior to that, he has served as a public servant for both the governments of Samoa and New Zealand respectively. His professional and academic background is Administration. He holds four certificates: BA (Admin/Politics), B.Theology, Graduate Diploma in Teaching, MA (Professional Studies)</p> <p>Our Chairman once held the top position of president of the Samoan teachers association in New Zealand (FAGASA), he's also a senior lecturer and well-known for his contribution to the promotion of Samoan language and culture in schools. He holds three New Zealand certificates: MA (Education), BA, Dip. TESL, and Dip of Teaching.</p> <p>Our Associate Chairman is an active leader of the Samoan community through prominent roles he plays in the church and school for example. He's been a board member of various schools in South Auckland for many years and still involve in that role presently. He's had a teaching background in Samoa and a great mentor in the Samoan language and culture.</p> <p>Our Secretary held various positions in school at the middle management level for at least 7 years. She also has years of experience with finances, marketing and promotion work in her role as Marketing Manager of our trust. She holds four New Zealand certificates: MA (Language Teaching), B.Ed, Dip. TESOL, Dip. Teaching.</p> <p>Summary: Our three personnels are experienced educators representing primary, secondary and tertiary levels. Four of us have a wide range of experiences in governance and management, including schools, to offer. We also have a strong support network in colleagues whom we can consult where necessary.</p>
Total number of staff in NZ:	Six
Number of locations in NZ:	One
Overseas locations:	None

iii. Current business commitments

Business activities:	<p>Commitments:</p> <p>To provide good quality and affordable resources for use by our target group;</p> <p>To facilitate and promote bilingual education through use of resources and expertise;</p> <p>To sustain operations by means of good financial planning.</p> <p>Projects:</p> <p>OLA Educational Bulletin – ongoing, an online educational bulletin distributed to a Samoan audience mainly (local and overseas) including 28 schools, 10 libraries and 6 universities and a growing list of individual readers in our weekly circuit. This project is partly sponsored by the New Zealand Lotteries Commission.</p> <p>Limitation:</p> <p>None that warrant liability at this stage, as far as the Trust's Deed and related statutory acts are concerned.</p>
Other Contracts with government	<p>The Trust was sub-contracted recently to provide professional service on behalf of the Ministry of Education. The trust through its two members facilitated two modules: 1. Writing in Samoan and 2. Professional Content Knowledge in Bilingual Education; as part of an Auckland group of teachers' (Auckland Samoan Bilingual Education Cluster) annual professional development.</p>

iv. Probity

List any pending claims against the organisation:	None
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	None

v. Proposed Subcontractors

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.


Sub-contractor #1	
Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

Sub-contractor #2	
Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

Copy and add more Tables as required

vi. Financial Information

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

Current financial status:				
Gross revenue:				
Net profit (surplus) and Net Assets:				
Last audited financial accounts:	31 st March 2013 (internally assessed)			
Copy of latest audited accounts attached?	No			
Copy of latest annual report attached?	Yes	Attached		
Is organisation in dispute with any trade union?	No			

3 School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

i. School Location

Enter the address / location of your proposed Partnership Kura.	Weymouth, Manurewa, South Auckland
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	Not, at this stage

ii. Year Groups

List the year groups that your school proposes to serve.

Phase	Time	Year Group
1	2015 – 2016	New Entrant – Year 8
2	2017	Year 9 added
3	2018	Year 10 added

iii. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
	60		

iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

Note

1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement to below.
2. Delete the rows for the year levels that do not apply to the proposed school.

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	15	15	0%	20	33%	25	25%	26	4%
2	10	15	50%	20	33%	20	0%	24	20%
3	15	15	0%	20	33%	20	0%	24	20%
4	10	15	50%	20	33%	20	0%	24	20%
5	10	15	50%	20	33%	20	0%	24	20%
6		15	0%	20	33%	20	0%	24	20%
7		10	0%	15	50%	20	33%	24	20%
8		10	0%	10	0%	20	100%	24	20%
9				10	0%	20	100%	24	20%
10						20	0%	24	20%
Total	60	110	83%	155	41%	205	32%	242	18%

4 Executive Summary

1. Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

Note

An initial evaluation of your application will be made on the basis of this summary. It is important that you be as specific as possible, and include the following;

- *A compelling 1-2 sentence mission statement that sets out the purpose of your school;*
- *A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;*
- *A coherent and concise summary of the school's performance goals and how they will be measured; and*
- *A clear description of the student population/priority goals the school will serve.*

Introduction and Rationale

The gap between native speakers of English and non-native speakers is evident when it comes to classroom learning in New Zealand. Both local and international research had testified to that. It is particularly serious for the latter that include Pacific Island residents of this country. Many young Pacific Islanders struggle with academic English right from the word go; this is due to what we believe is the lack of support where it matters.

As Pasifika educators, we agree that the most effective approaches and programme models are those that put priority on a child's first language and environment during the formative years of schooling. New Zealand has been on an assimilation path for years but Pasifika literacy still hasn't improved much since. Government has invested heavily in early childhood education, but the question of why Pasifika children still struggle during their formative years in primary, given that a good number of them have been well immersed in their first language in preschool years, still awaits an explanation.

The problem we believe lies in the sudden disruption or abrupt change of codes. Hence children are expected to leave their home code (e.g. language matters) for a new code that is prematurely introduced at a very crucial stage when they've just embarked on a journey in their own. The cost to their cognitive development is obvious academically. As one professor puts it, "cognitive development not only influences literacy but is affected by it in turn" (Seifert, 2004). A study by Collier & Thomas (1995) argued that students who are forced to use an undeveloped L2 (second language) will operate at a lower cognitive level, meaning they are doomed to fail.

Our point therefore is, if children are well taught in their first language (which means using and understanding it well – particularly in the first five years of primary), then they have the best chance to acquire English also and be successful with the National Curriculum.

As teachers and researchers ourselves, we have taught in bilingual classrooms using additive bilingual models. We also conducted research that proved that this is the best way for our underachieving students to follow.

One of our staff conducted a major research of children in our target area. They were schooled in a local bilingual programme. Her findings proved that such programmes worked extremely well for our target population. (Our target population are children between Y0 to 8, live and attend decile 1 to 3 areas and schools. Most of them are ESOL students, whose second language is English).

One of the findings this study came up with is the success this programme has in raising ESOL students achievements. To quote, "Therefore while the socio-economic background of the children and the school all point to a low overall socio-economic status, the positive results of this study have suggested that the delivery of quality education is still possible under these circumstances". (Aukuso, 2005, p.61)

Outcome & Forecast

In 5 years time this school will be able to achieve all phases of its operational and administrative goals as planned. For example by 2020 the students will have been provided with a well-equipped school building, essential facilities and resources just like any other medium-sized school in the country. Parents will rally to the cause seeing material evidence of good infrastructure and administration systems in place. By 2020, the school will look at diversifying its programme goals, meaning that it will attempt to apply the best principles that work for the betterment of other Pasifika children also (Tongan, Niuean, Rarotongan for example).

We will increase our effort at finding partnerships with the business community so that the school construction phase can be speeded up. We look forward to some favourable responses in the first two years of operation.

Performance Goals & Measurement

1. Each and every student will set own performance goals based on their needs analysis report. The teacher will guide, assess, monitor, record and report on a student's progress and outcome of goal pursuit. The board, the Principal and staff, will ensure that the purposes and objectives for assessing, recording and reporting on each student's progress will be set out. This includes a list of procedures with targets, time frame and follow up details.
2. The board will set own performance goals that will encourage both teachers and students to excel in a stimulating environment and for latter to become independent learners from an early age. To achieve this, the board, the Principal, staff and parents will review a curriculum plan which sets out specific objectives towards achieving the desirable outcomes; a balanced learning programme will be drawn and reviewed occasionally with the support of the National Curriculum Statements and other documents that the board endorses from time to time.
3. The principal, teachers and all employees of the school will set own professional goals (individual and collective) to work at. The main goal is to strive for excellence in standards and performance befitting of the school's mission and parents' expectations. The board will undertake reviews of the principal, staff and students performance on a regular and ongoing basis. Review procedures will be defined and reports from these reviews will form the basis for school development and improvement.
4. An appraisal system that acknowledges best performance, industry and excellence will be in place with emphasis on good goal setting (individual and collective) and their impact on the whole school system.

Student population/priority goals

The largest proportion of our target student population is concentrated in the southern suburbs of Auckland. Manurewa has the largest share by far with more than 20,000 between the age of 0-14. As well, it has the largest percentage share (37.3%) of students in the ward. Close to 30 percent of Manurewa's population aged 15 and over have no qualifications, most of which are in 15-20 category. A strong eight thousand Manurewa residents who speak Samoan account for almost 12 percent of its total population. The majority of Samoan families use their language at home, in church and wherever they meet.

5 PURPOSE AND GOALS

2. Provide a statement of purpose and goals that:
- a) sets out your distinctive mission and vision, including:
 - i) why you are proposing to open your school;
 - ii) what makes it unique and sets it apart from existing provision; and
 - iii) how it will enable improved student engagement and achievement;
 - b) defines the schools performance objectives and how these will be achieved and measured;
 - c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
 - d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

Mission Statement

To raise and model achievement with every student in mind.

Vision

We envision a successful enterprise in future school partnerships in which new models of school management will excel and provide for the needs of our target population. We see ourselves as playing a part in its creation, development, management, provision and achievement, to the satisfaction of our students and parents.

Statement of purpose

We want to establish a school in response to an opportunity that we support as educators and citizens of this country. The government has come up with a good vision and we believe we have a part to play in its nurturing and full realization. Our drive to raise Pasifika students' achievement is motivated by a deep personal interest in the future of our Pasifika children. This is why we commend this new vision because it is good for our Pasifika people as well as for New Zealand's future as a country. The risks of an uneducated young Pasifika population are real as experts advised us on. With a good policy in place we then can be able to establish this school with confidence and make a difference.

Both experience and research agree that a good policy bears own favourable environment, in this case an environment that is creative and friendly, attuned to the needs of our children and parents. Parents who feel they belong to an establishment will become the motivational force for changes - and more. This is what is lacking in existing provisions most of which cater to mainstream New Zealand English, and to which many Pasifika parents feel they don't belong actually due mainly to a number of barriers. Some of these barriers are real and close to home, communication for example. We believe that the key to Pasifika children's success in education lies with the parents and the power of a community who are fully engaged - through use of own language.

As pointed out earlier, our need to establish a school also lies with our philosophy as of which approach works for our target population. This is an opportunity to prove that with the right approach and skills and support, you will expect better outcomes.

Uniqueness

What makes our school unique will be the qualities of good traditional values (Samoan and New Zealand - or the best of both worlds) that will serve as the foundation of its discipline, culture and standards; it will also be unique by its dual quality in which biliteracy and balanced bilingualism are put on our highest pedestal. This is an essential part of our strategy in raising our children's achievements. We would like to be unique also on our emphasis in the value of a child's first five years of education and lasting impact on the rest of their school years.

Why Samoans only?

We've decided to target Samoan students only as it is the most obvious choice for all parties involved. Strategically, the Samoan language has proven to accommodate bilingual dual medium programmes successfully due to the strong demand from parents and wider Samoan community for its use in their children's learning. This works to the advantage of any successful bilingual programme that embraces and thrives on parental support to achieve performance goals and in the end deliver projected outcomes. The successful operation of a few Samoan bilingual units in Auckland may serve as evidence in this case for example. As bilingual educators and facilitators of the Samoan language, we are confident about our choice of target population.

In saying that, we will seriously consider children from other ethnic backgrounds who want to join our school. We came across cases of parents who are not Samoans, or one parent is Samoan but couldn't speak the language, yet both parents are committed to the programme for the sake of their children.

Performance Objectives:

As already outlined in question 1 of part 4, Executive Summary, we choose three specific areas by which performance will be directed and assessed. First, performance in relation to students' academic success and achievement. Secondly, performance in relation to the governing board of trustees. Thirdly, performance in relation to the Principal and staff.

Student Performance

First, in relation to student performance, a guideline of standards and procedures will be put in place and accessed by all employees of the school.

These are the objectives:

1. Every student will set an academic and a personal goal that are achievable and measurable.

How: Teacher, student and parent(s) will sit down during STP conferencing and discuss goal setting. They must all agree together in their decision.

2. Every student will be lent support in order to achieve their goals.

How: Parent at home will lend support by attending to child, or following steps provided by teacher to achieve the set goals. Teacher will also arrange for extra support with a teacher Aide or Volunteer Worker, or online tutoring.

In summary:

These goals can be achieved through a support network of steps, strategies and measurements that Teacher/Parent and Child agree to in the STP conference.

A student's performance will be assessed, monitored, recorded and reported regularly.

Reporting System

The reporting system will evolve around two progress reports and a full school report to the parents within a four term school year schedule. The two progress reports are issued in terms one and three. These are treated as important documents based on classroom achievements and tests. The full school reports are written after examinations in terms two and four. Examination results will be recorded and stored for the ongoing purpose of measuring the students' progress as well as school's projected outcomes.

Assessment

We measure our students progress through both formative and summative assessments. An assessment team will be appointed with the principal as the chief assessor. The team will define and set out the goals and objectives of assessment that are relevant with the mission and pedagogy of the school. To use the words in TKI Assessment Online. "Judicious use of these tools will help with:

- pinpointing learning successes and challenges for your students, and determining next steps
- informing Overall Teacher Judgments of individual learning
- providing evidence for tracking individual, class, and school wide progress and calculating "added value". (end quote).

How: The teacher is the key in the success of formative assessment. The staff will undergo training to improve their strategies using both languages. For summative assessment, we are amenable to any measurement tool (present or future) that is relevant, proven and workable; we are writers and moderators of assessment tools ourselves.

Summative assessment is tied in to one of our biliteracy goals and priority to raise the standards of writing for both L1 (Samoan) and L2 (English). We have a good selection of own materials to choose from.

The onus will be on the board, the principal and staff, to ensure that the purposes and objectives for measuring student performance are spelt out in the best way possible.

Board Performance

Our second performance goal is "to foster student development by providing a stimulating environment that will encourage students to become independent learners from an early age, and parents to engage in their learning."

One objective follows: that the board will ensure that a curriculum plan is drawn for the purpose of stimulating both the students' development and parental involvement.

This objective must be read in the context of its responsibilities as spelt out in the National Education Goals (NEGs) and National Administration Guidelines (NAGs) required under the National Curriculum.

How: We believe that the best way to measure this goal impartially is by way of an independent assessor such as ERO for example.

Principal and Staff Performance

The third and final performance goal is, "To strive for excellence in standards and performance by conducting school reviews regularly."

There are three objectives in support of this particular goal:

1. The board will undertake reviews of the principal's performance as manager at the end of every second year from date of employment;

How: The principal will have scored an expected pass in an Assessment List, that includes category: 'Students Achievements'. The principal will provide evidence of performance.

2. The board will undertake reviews of a staff performance at the end of every second year from date of employment;

How: Every staff will have scored an expected pass in an Assessment List, that includes category: Students Achievements. They will provide evidence of performance

3. The teachers will undertake a full review of each of their students' performance as part of their full school reporting roles.

How: Every student will have scored an expected pass in an Assessment List, that includes own school assessments and National Standards requirements.

All the above will also be read in the context of NEGs and NAGs (just mentioned), required of managers by the National Curriculum.

Reviews ongoing

Review procedures will be defined, and reports from these reviews will form the basis for school development planning, professional improvement or disciplinary action.

A standard appraisal system will be part of the measurement strategy that will acknowledge high performance and excellence; these are derived from achievable outcomes of goal settings at the beginning of the year or prior to that.

Demographic Evidence:

(c) According to Comet Auckland's latest profile of education in Manurewa, 28.5 percent account for the Pasifika portion of its population. There are 24,700 children aged 0-14 years living in the ward. By 2021, another 1630 will have been added to that total.

Of those in the 0-4 year bracket, 43 percent are Pasifika. A total of 15,541 children attend Manurewa schools at present, 10,811 in primary and intermediate and 4730 in secondary. Out of that total, thirty-six percent (5600) are Pasifika children, almost equal Maori's 36.5 percent.

At present there are 23 primary schools in Manurewa, 4 secondary and 3 other totalling 32 in all. This means a ratio of 350 Pasifika children per school. This is a clear indication of the enormity of the task for Manurewa alone.

As already mentioned in part 4, the largest proportion of our target student population is concentrated in the southern suburbs of Auckland. Manurewa has the largest share by far of the 0-4 year bracket as already mentioned. Close to 30 percent of Manurewa's population aged 15 and over have no qualifications, most of which is the age group 15-20.

A strong eight thousand Manurewa residents who speak Samoan account for almost 12 percent of its total population. The majority of Samoan families use their language at home, in church and wherever they congregate.

Key advantages of our application are as follows:

1. We have the full support of our parents whose children we will look after starting 2015.
2. We operate in a very suitable location in which our priority learners live.
3. Our organisation structure is in place with a management team ready.
4. We have experienced educators in our team in the key areas of planning, assessment for example.
5. We have a strong support network in the academic and the professional circles.
6. We supply our own educational resources and materials in Samoan. As resource makers ourselves we have the skills and experience to provide whatever is needed by both our teachers and students, thus saving money.
7. Our organisation structure has addressed the present problem of one senior manager given too many responsibilities at the expense of students' performance. We rectify that by having the principal focus on the academic side only. Having two senior managers also is good for the sake of transparency, accountability and much more.
8. We have the advantage of a major research conducted in our own target area which findings are in favour of our proposed school.

Educational track record of The Niu Pacific Information Trust Board:

1. Served Auckland and New Zealand schools through our educational online bulletin OLA for four years now;
2. Served Auckland and New Zealand schools through our educational resources for more than ten years;
3. Served Auckland as teachers at primary, intermediate, secondary and tertiary levels;
4. Served Auckland as providers of teachers' professional development.

Summary:

In summary, our overall purpose is to establish a strong Pasifika model school within a curriculum framework that incorporates the best of additive bilingualism philosophy along with conventional wisdom of human culture, and business pragmatism to achieve the best results.

6 EDUCATIONAL PLAN

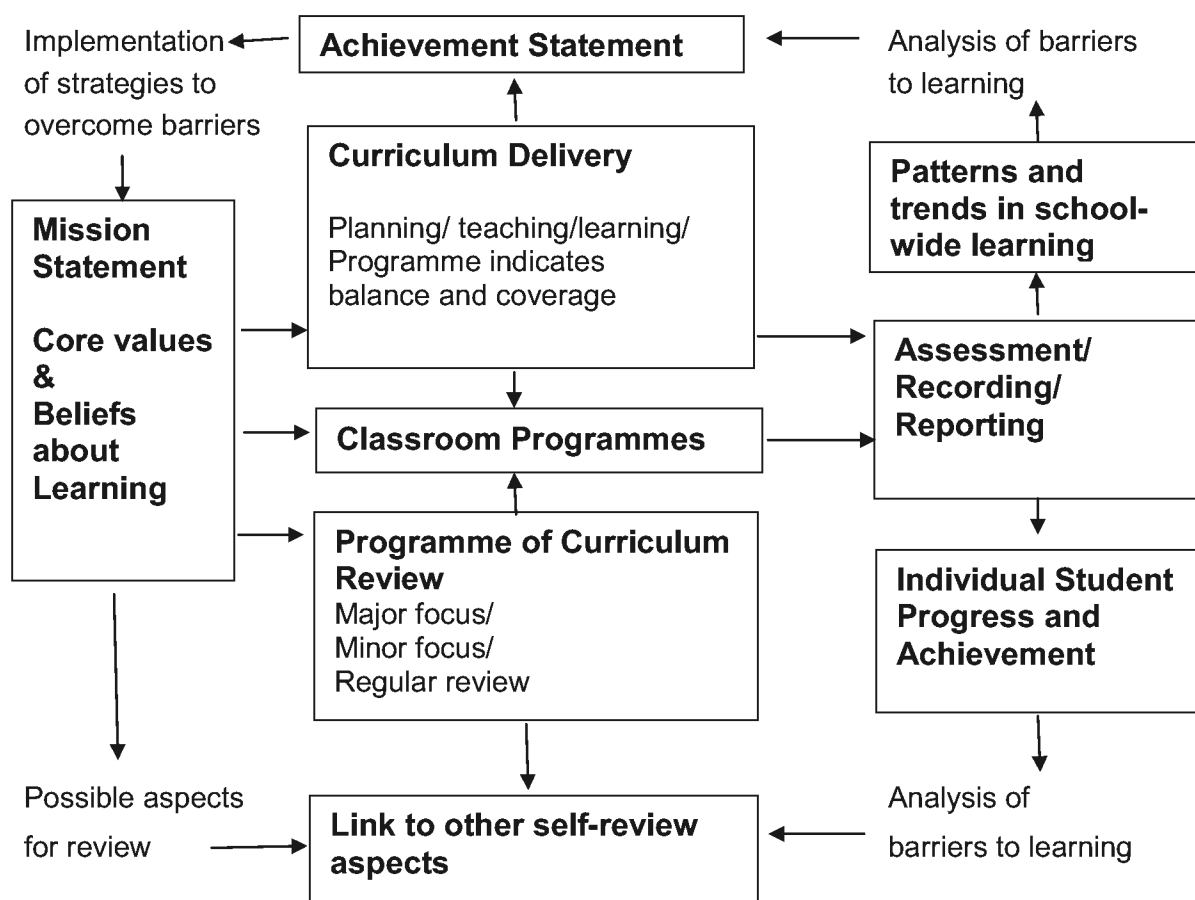
3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please
- explain and provide evidence to support why you have chosen an alternative curriculum; and
 - outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

We will use the New Zealand Curriculum as our main body of reference and framework. It will be supported by Taiala mo le Gagana Samoa (The Gagana Samoa Guidelines, 2009), the Te Whariki Matauranga, and relevant resources that includes the English Language Learning Progressions, 2008. and Literacy Learning Progressions, 2007, for example.

Our decision to use the New Zealand Curriculum is based on our own experience and familiarity with its use. It has the content quality we need. It has the benefit of scholarship. It is well resourced in terms of support material from the Ministry for its upkeep. It complements the Samoan Guidelines and goals of our programme. Our school, teachers and students will benefit from this long term.

4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

This is an outline overview of our curriculum plan and delivery:



As shown in the above diagram, classroom programmes are right in the heart of our curriculum planning strategy, indicating therefore our emphasis on teacher practice and pedagogy, as well as the content.

As the diagram indicates, planning is an interactive ongoing process that starts from the yearly overview to which the whole school community contributes. Teachers come to the planning table with analysis of the students' needs upon which Learning Intentions, Success Criteria, Learning Outcomes, Learning Experiences, Resources, Assessment Task, and Evaluation are drawn accordingly. Quality of planning is determined by how well curriculum areas are integrated in a unit lesson and how successful it is delivered. Teaching therefore is based on student needs first and foremost.

Dual-Medium Programme

Our programme is delivered in two languages – Samoan and English, hence the name tag Dual-Medium. The most affirmed hypothesis in bilingual development proposes that a child's first language, if well developed at an early age, will facilitate the acquisition of a second language. We have Cummins (1989), Cummins & McNeely (1987), Krashen & Biber (1988) as our first point of reference and theoretical framework. Research findings, both overseas and local, reaffirmed the additive effects of a dual-medium programme on children who are learning English as their second language (Thomas & Collier, 1995).

Experience is similar for both local and overseas; these programmes (additive in nature) cater well for the children of migrants who are disadvantaged economically and socially. A local research by Aukuso (2005) proved that whilst a child's socio-economic background is a factor, the delivery of quality education is still possible under these circumstances (refer to O le Taiala Samoan Bilingual Unit, page 61). Her findings lent credence to the programme's relevance and capacity in our own context. Aukuso's research was conducted in South Auckland using Samoan students in a Manurewa school.

(A copy of the research in book form is attached herewith for your perusal).

Approach and Delivery

We support strong Inquiry Learning approaches that foster interactions and self-reflection at all levels. In terms of delivery, our strategy will be a combination of active and passive processes/ applications that are flexible and responsive to our learners. This means we support all three main learning views (objectivist, cognitivist, constructivist), and will encourage our teachers to respond to a child's need or level on the basis of any or all of these views whichever is most relevant.

Preparation

Our classroom programmes (lesson planning, etc) are prepared in both Samoan and English. For Year 0-3, teachers will plan using Samoan only. Both English and Samoan will be used for the rest of the year levels.

This is how we employ the two languages for programme delivery:**a) by quantity**

Year 0 – 3	Samoan	100%	(full immersion)	
Year 4	Samoan	80%	English	20%
Year 5 – 6	English	50%	Samoan	50%
Year 7 – 8	English	60%	Samoan	40%
Year 9 - 10	English	60%	Samoan	40%

b) by time separation:

Monday-Tuesday morning sessions will be reserved for use of Samoan and afternoons for the use of English.

Wednesday-Thursday begins with English in the morning and Samoan in the afternoon.

Friday is a repeat of the Monday-Tuesday schedule.

Content: a balanced programme

All teachers are advised to provide a well-balanced programme in which both languages are utilised effectively for the advancement of student learning. The teacher will ensure that classroom programmes are well-planned (integrated) and delivered in the best way possible. Students will have been exposed to the appropriate academic language and vocabulary that support both languages at each year level.

Note that the above percentage allocation does not reflect priority or status at all, rather the strategy that will bring out the best outcomes of the programme.

5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner.

As research and experience inform us, teaching a child in a language he understands and relates to is needed for own cognitive development particularly in the first five years of life. For their own sake, they must take their home language with them to primary so that this development continues. As the proponents of additive bilingualism all agreed, the children need to have a fair grounding in their home language in order for them to facilitate the learning of a second language successfully.

The main barrier facing Pasifika students (or priority learners for instance) when they start is the language of instructions. What is taken for granted by their native English speaking peers is denied them in a monolingual (English only) classroom.

The aim therefore of any good bilingual programme is to build upon the existing provisions or the benefits offered by the children's home environment. As well, by learning a second language, experts agreed that not only it will enrich a child's learning, but it boosts their own development academically and socially.

The advantages of using a learner's home language are many as researchers pointed out (Baker, 1996). One specific advantage is socio-cultural: the opportunity for parents to come on board and become actively involved. As mentioned earlier, one of our main keys to success in Pasifika education is parental engagement.

In summary, better outcomes must always be seen as a result of a good policy that allows for management and strategy to work effectively and efficiently.

6. Provide a full list of the qualifications that your school will offer (if applicable).

Leaving certificate for students completing the programme.

7. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible.

In Aukuso's research, 20 bilingual students were assessed for their literacy in reading and comprehension in both Samoan and English. Their results were compared with 20 peers in the mainstream programme within the same school. Results of analysis showed clear evidence of the programme's success in terms of bilingual students' performance (please refer to page 58 of book provided).

It also proved one of the main hypothesis in bilingual education that ESOL students will attain native competency of English in the 7th year of the programme. That is Yr7-8. Once they reach this stage of the programme, then they will have the best chance of succeeding at high school and achieving in all NCEA assessments.

We are very proud of the track record of students who went through the programme like these former students we taught, who are happy to use their names as evidence of its success:

- Third year Medical student at Otago University, on scholarship
- Third year Bachelor of Education student at AUT, on scholarship
- Second year Graphic and Design student at Waikato University
- Second year Law Student at Waikato University
- Third year Business Studies at Manukau Institute of Technology
- Law student at Victoria University Wellington (Year not confirmed)
- Bachelor of Education University of Auckland (final year 2014)

s 9(2)(a) OIA

The school doesn't keep a track record of its former bilingual students but we're told of many others who made it to university and or polytechnics apart from these names we've mentioned.

Other former students are successful in sports and other careers. We can think of two names in sports:

[REDACTED] (Rugby).

s 9(2)(a) OIA

Recent data analysis and results from a local bilingual unit indicated a very positive outcome. Results of student performance had been consistent for years though data is confidential to this school only.

8. If you plan on targeting Māori students, outline your plans for:

a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori

www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and

b) supporting Māori language in education: delivering strong, co-ordinated effort and investment

www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx

Response

2) If you plan on targeting Pasifika students, outline your:

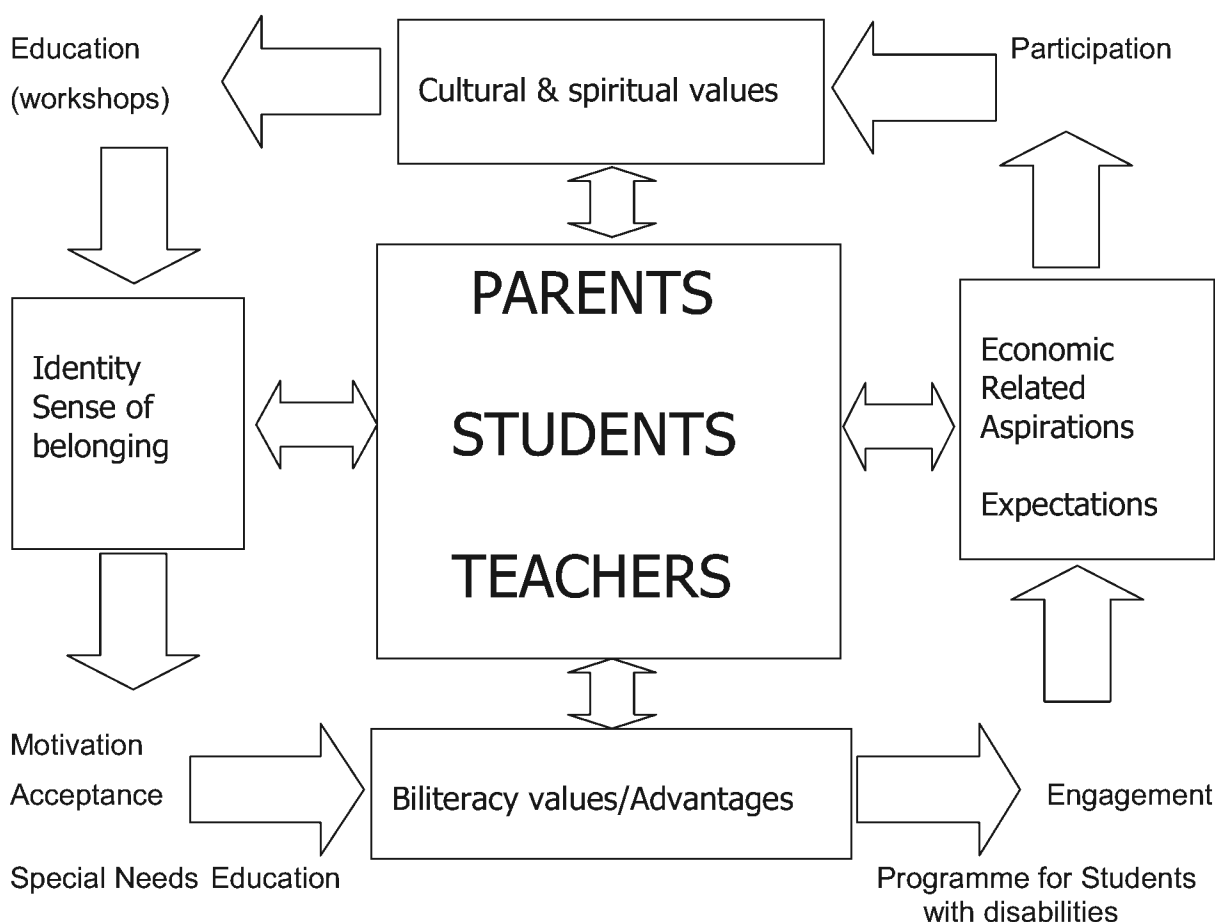
- a) plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx ;
- b) how the school will build its own Pasifika capability; and
- c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

Plan for Pasifika Success

In relation to the Pasifika Education Plan 2013 – 2017 our strategy evolves around using the Samoan language as the thread that binds everything together. By using the Samoan language as an integral part of our strategy, we then can be able to harness and utilize the human environment much more effectively. Pasifika motivation is drawn from its pool of cultural capital, traditional values and economic-related aspirations, all of these need personalizing in the children's own learning through a language.

Our plan will put parents, children and community in the centre as active participants and stakeholders in their children's learning. Their aspirations and expectations will become part of the school charter and goals. As mentioned, the key to this school's success is parents' participation and engagement. Engagement comes through education and positive reinforcement. We will ensure that workshops are conducted for parents regularly in order to support them in their role as home tutors.

This is our empowerment model, employing all crucial elements of such environment.



Outline how you will ensure an inclusive environment for students with special education needs, including:

- a) how the school will demonstrate inclusive practices;**
- b) how the school will build its capability to address the needs of students with special education needs; and**
- c) how partnerships with parents with students with special education needs are used to achieve education success.**

(a) Our school will ensure that a policy is in place that will be sensitive to the needs of individual children and their families. For example students with special education needs will participate in the life of the school as any normal child. They will attend classes with their peers unless their disabilities won't allow them to do so.

(b) The school will ensure that any school facilities built in future will have all the necessary accessibility features so that they can move freely and safely; other children's safety aren't jeopardised as well. Special needs education will be part of the staff professional development in the early stage of setting up and will be ongoing. We're prepared to hire experts to provide guidance.

As resource makers we will ensure that information on special needs students are in the hands of all our parents, staff and children. The information (in booklet forms) will be prepared in both Samoan and English and will be the basis of workshops for all parties mentioned.

Special education will also have a place in our curriculum, (refer to our empowerment model, page 27), thus reinforcing awareness among students and school community of its value and relevance in today's society.

We will hire a qualified nurse to assess all our students on their hearing and vision in the first term of school, and act on their recommendations accordingly.

(c) We will encourage parents to become part of the support processes by accepting their assistance of assistance by any means possible; the school may consider having some of them in classrooms particularly for cases that are critical. Outside assistance will be sought using our networks with willing school volunteers and government agencies who are standing in the door to provide support.

- 3) If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.**

Not applicable

- 4) If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).**

The governing board, Principal and Senior Executive Officer will be responsible for the management of all set up requirements in relation to this proposal. In saying that, it is a collective responsibility that also involves parents, caregivers, and everyone who work with and around the children.

First, the management must ensure that staff meet requirements sufficiently to ensure the safety of children at all times and in all situations. They must also ensure that parents are

knowledgeable about these requirements. Everyone must have access to information or content of two important documents:

- (1) Te Whariki (He Whariki Matauranga mo nga Mokopuna o Aotearoa); and
- (2) The Education (Early Childhood Services) Regulations 2008.

The management and organisational aspects of the education environment are spelt out clearly in the said documents, and teachers must familiarise themselves with all these. Through parents workshops and Staff Professional development, these items will be discussed and endorsements drawn accordingly.

A school handbook will be prepared to explain the policies and key requirements in details:

Health and Safety Policy/Special Needs Education/Enrolment/ Student Attendance and Absences/ Curriculum and Qualifications/ School Rules-Off-site Activities/ Interaction and Reporting to Parents/Fees and Donations/ Governance of the School/ Hiring and Dismissal of Teachers.

- 5) **Detail tests, measures and tools, or other assessment tools that you propose to use, including:**
 - a) **how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and**
 - b) **how assessment and/or aromatawai will be used to tailor instruction.**

This is our selection of the main tools that we plan to use:

Running records IPIs (English) Yr 0 – 8

New Zealand's own diagnostic tool that provides teachers with data/information of children's reading behaviours. This can be used for grouping students of similar abilities, or early identification of priority learners that need targeting.

Running records (Samoan) IPIs Yr 0- 8

Our own version of the English IPIs in Samoan; it is meant to deliver the same purpose and results as its English prototype.

e-asTTLE

We will use this to assess our children's writing in English from Year 5 to Year 6. Teachers will have familiarized themselves with the test requirements and be confident with the process of its execution from start to finish.

PATs

The Progressive Achievement Tests (PATs) assess students' Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary. PATs are a series of standardised tests developed specifically for use in New Zealand schools, and we will use these to test our Year 4 to Year 10 students.

STAR Reading Tests (English)

STAR stands for Supplementary Test of Achievement in Reading. It is meant to supplement teacher assessments of own students. We see its potential as a checkpoint in the students' progress, particularly in terms of their basic literacy skills – reading/writing/comprehension as they succeed from one level to the next.

ANIVA Suega Faitautusi (Samoan)

ANIVA is a Samoan version of the STAR Reading Tests, referred to above. It is not a translation but a test of its own in terms of content and support material. The rules and requirements however of its use follow its English prototype. We are working on this tool and hope to have it ready before the end of this year.

Progressions & National Standards

We will make use of the existing provisions offered by the Ministry to meet the assessment needs of our students adequately. For example, we will use the ELLP Progressions (English Language Learning Progressions) to help inform teacher judgement and reporting to parents. We will ensure that our teachers know how to apply relevant supporting documents such as Literacy and Learning Progressions 2007, and English Language Learning Progressions 2008 to inform their planning and decisions.

As well, we will follow National Standards requirements closely in terms of steps and procedures by which assessments and reporting should be conducted.

Assessment Outline

This is an outline of our assessment process: All students who enter our school will be assessed and reassessed through diagnostic measures, and will be continually monitored and progress recorded.

Teachers will be responsible for the multiple tasks of assessing, monitoring, recording, and reporting on children's performance, as part of their role. An assessment guide will support them with their work. Data analysis and reported information from this process will inform next planning in terms of teacher/student/school new goal setting, priorities. For teachers, assessment is an ongoing process due to knowing student's performance on a day to day basis. This will inform their judgement much more clearer when reporting to parents.

Showing capacity in formative assessment will be an integral part of the teaching strategy and will be tied in to teacher capability and professional development.

Further development

There is more that can be done with regards to special education assessment. That must be said also of Samoan assessments, particularly with resources to support Writing. We have a resource at press which purpose is to support writing in Samoan. We're happy to share this resource publicly when it's ready.

6) Explain how your school will:**a) work with students, parents, families/whānau and community to promote high attendance levels**

School attendance will be viewed as a collective responsibility of parents, board of trustees, teachers, the principal, the Education Review Office, the Ministry of Education, Support Agencies and the local police. The main concern for absence and truancy however will be that of the principal who will keep a close watch.

First, the message must be made clear to the parents and caregivers, that they have legal obligations under the Education Act 1989. Part of the message is the importance of attendance to children's academic success or the seriousness by which such concern will be taken by the school.

Secondly, a strong network between school and parents and other parties will be established so that any problem will be sorted as soon as it arises. Families whose children come late often or have developed a pattern of not attending school will be targeted so that real solutions can be sought.

Thirdly, attendance will be made as a regular part of the parents meetings reporting on a monthly basis. The principal will monitor the attendance and report to parents.

Children with perfect attendance (and their parents) will be acknowledged and rewarded. A set of prizes will be made as a regular feature of prize giving ceremonies to reinforce the importance of attendance and punctuality as a special priority of the school.

b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

The principal or his/her deputy will be responsible for developing a strong support network for parents to build relationships and rapport with teachers and school. The principal or his/her deputy will pay visits to families as part of that network building process. Willing parents with qualifications, skills and time to offer will be encouraged to involve through a pool of voluntary workers, in the curriculum area or wherever their expertise is required. They will also be encouraged to become parents' representatives to the board.

c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

As mentioned already, part of the parental empowerment is the training of parents regarding their role as home tutors. Workshops for parents will become a regular feature of this school. This will be the responsibility of the principal.

d) communicate with parents/families/whānau and community concerning the school's progress and achievements

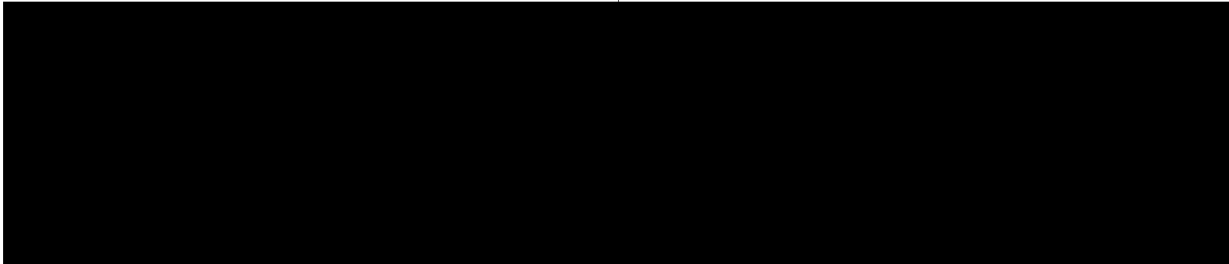
It will be the teacher's responsibility to make regular contacts with parents on their children's welfare, reinforced by the school's weekly newsletter, and the principal's report at parent's monthly meetings. The school will also have the service of OLA, a Samoan educational bulletin that maintains regular contacts through its reports on educational matters in New Zealand - in the Samoan language.

7) Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

We intend to build strong partnerships with our community organisations which have our best interests. That is by sharing information with them about our students needs as well as invite them to share with our parents and students what they can offer through their services. This includes the church organisations to which many Pasifika children are affiliated regularly. There is no question the heads of these organisations will make an impact on students' motivation and success, and so we need their ongoing attention and cooperation.

- 8) **Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.**

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



We also have built strong networks across the years with a number of community leaders in Manurewa and Mangere, many of whom are in favour of our proposal. Our own network of teaching colleagues are very supportive of the idea and expressed willingness to help.

Two principals have lent their support.

- 9) **Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.**

We agree that there are certain aspects in the life of a school that we need outside help with. First, we will consider hiring professionals in the areas such as Health and Safety, ICT installation and development for example. In Health, we will seek the assistance of a qualified nurse to check students hearing and vision in the first two week of school. We are amenable to any idea of inviting professionals who we believe will add value to our school performance.

We will use the service of eTAP limited NZ to install and develop this tool for our purpose if our application is accepted.

- 10) **Explain and provide evidence to support your proposed school calendar setting out: (a) the daily hours of operation; (b) student timetables**

We follow the four term schedule adopted by the majority of state primaries, directed by the Ministry of Education in terms of Start and End dates. We will observe school holidays, public holidays or any such day that the Ministry advises on.

In terms of working hours, we propose a 7 hour (8.00am-3.00pm) per day schedule in which children are placed under our care.

This is our timetable of a normal school day:

TIMETABLE:

TIME	ACTIVITY
8.20 – 8.40 a.m.	Roll Call
8.40 – 8.50 a.m.	Fitness
8.50 – 10.45 a.m.	Languages
10.45 – 11.05 a.m.	Morning Tea
11.05 – 12.05 p.m.	Numeracy
12.05 – 1.05 p.m.	Lunch
1.05 - 1.15 p.m.	Shared Reading (Roll Check)
1.15 - 1.50 p.m.	Inquiry Learning
1.50 - 2.30 p.m.	Life Skills
2.30 - 2.50 p.m	Reflections/Tidy Up/Lotu/Home Time

Students will follow a standard school timetable in which core subjects (English, Samoan, Mathematics, Science, Social Studies, Technology, Health & Fitness) will be taught under the four headings: Languages, Numeracy, Inquiry Learning and Life's Skills. English, Samoan and Te Reo Maori will come under Languages, Science, Social Studies and Technology under Inquiry Learning, and Health, Computer, Fitness under Life's Skills.

Languages
English
Samoan
Te Reo Maori

Numeracy
Number
Measurement
Geometry
Algebra

Inquiry Learning
Science
Social Studies
Technology

Life Skills
Computer
Health & Fitness
Communication Skills
Safety Procedures

Maintaining focus equally

Planning will look at maintaining an equal focus on all subjects throughout the year. The school will select a subject (for example, Science) as the focus of learning for each month. The idea is for every subject to have a turn (special attention). All other subject areas will be taught with this subject in mind.

This is an example of a day's programme for a New Entrant Class:

<u>TIME</u>	<u>ACTIVITY</u>	<u>DESCRIPTION</u>
8.20 – 8.40 a.m.	Roll Call	Start with Prayers/ Read out Notices After Roll Call
8.40 – 8.50 a.m.	Fitness	Small Ball Activities
8.50 – 10.45 a.m.	Languages	Oral language - Reading and Writing (Samoan)
10.45 – 11.05 a.m.	Morning Tea	
11.05 – 12.05 p.m.	Numeracy	Handwriting – Spelling – Maths
12.05 – 1.05 p.m.	Lunch	
1.05 - 1.15 p.m.	Shared Reading	O le tala ia Sina (Roll Check)
1.15 - 1.50 p.m.	Inquiry Learning	Why do birds come to our ground?
1.50 - 2.30 p.m.	Life Skills	How to make a kite
2.30 - 2.50 p.m	Reflections	Tidy Up-Lotu-Home Time

a) how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

A yearly plan overview will be drafted by the principal and management with input sought from the parents and teachers before the year's end. A final draft will be drawn and endorsed by the board of trustees.

11) Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

A student will have been briefed early that he has a responsibility in the daily upkeep of law and order in the school. We will make this expectation clear. Disorderly behaviour has consequences. At the same time, the school role through teachers is one of leadership and guidance. We believe that there is more to a student behaviour than meets the eye, some clearly evident others not so obvious. Teachers therefore must be sensitive and discerning. Our teachers will also be encouraged to operate within a framework of low key corrective strategies when dealing with students on a daily basis. Students will be encouraged to approach disagreements maturely by teaching them essential skills in behavioural management.

In other words, the school will make every effort to develop, maintain and perpetuate a strong school culture based on mutual acceptance, respect and tolerance.

Teachers and students will be served with a list of school rules including a discipline policy in terms of principles and processes. Students who obey the rules will be rewarded, those who

do not will bear the consequences. Notwithstanding, our overall intention is to correct behaviour through mutual understanding and education.

12) Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

POLICY OF SAFE ENVIRONMENT

Purpose: To provide a safe, orderly and drug-free environment for all persons in the school. To teach students self-discipline, responsibility to others, and caring for people.

Principles: 1. Standards of behaviour expected must be clearly stated for the view of students, parents and whole school.

2. Good behaviour must be recognised.
3. Bad behaviour has consequences.
4. Awarding recognition or penalties must be fair, appropriate and consistently applied.
5. Processes must be clear and simple.
6. Students progress must be properly monitored.

Strategy: 1. School to sign a contract with parents and students binding them to the policy.

2. Teachers to enforce the policy requirements and rules.
3. Principal or deputy to act on matter where physical harm or potential threat is evident.

13) Detail your proposed professional development plans for teachers, administrators and other school staff, including:

a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities.

Professional development plans for staff and support workers will be the responsibility of the principal and management. Professional development will be a key priority of this school allocating Wednesday evening for that purpose. Professional development in terms of further training for qualifications will be prioritised, first, on the basis of school needs in relation to funding or staff availability. Where opportunities arise in terms of government scholarships for example, then selection must be decided by both performance and school needs.

Teachers' professional development is part of the school's long term planning. Any staff member who intends to do further training must write to the principal who informs the board in its next meeting. The board will make a decision. Professional development for administrators and other support workers will be endorsed by the board based on a recommendation of the principal.

b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)

The principal, in consultation with the Board, will be responsible for the hiring of any staff that is not registered, as well as preparing essential support provisions.

c) how your proposed programme of professional development will enable the school to meet the needs of priority students.

The school will keep a list of all its priority students and their needs; the whole staff will be aware of these students, and in our professional development sessions, this group will feature in the planning as a regular part of the agenda. Teachers will keep a record of these students progress and report to the sessions for analysis that goes back to planning. The school will look at hiring specialists for 'special cases' as part of its professional development programme planning. .

14) If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

Policy:

We will employ an unregistered teacher whose skill(s) the school needs at any given time. Such skill(s) will add value to our total performance as a school. No more than one-quarter of our staff will be allocated to non-registered teachers at any given time.

Criteria for selection:

Preference will be given to

- (a) teachers who have classroom experience already in New Zealand
- (b) teachers who were trained and practised in their countries of birth and had proof of a meritorious working record
- (c) graduates from New Zealand universities or any such institutions which subjects of study or skills are required by the school
- (d) they must be balanced bilinguals, and
- (e) a permanent resident of New Zealand.

Entitlements:

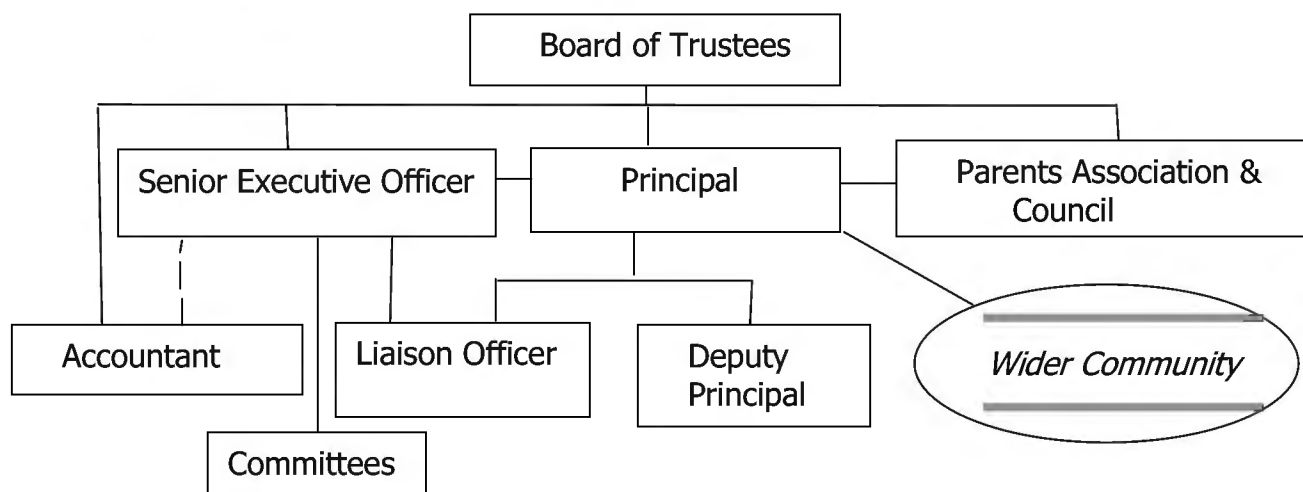
They will become part of the staff and school life with all the privileges accorded to registered colleagues as far as legislation and conditions of this contract allow.

7 BUSINESS PLAN

15) Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

- (a) Governance; (b) Management; (c) Administration; and
(d) Subcontract arrangements (if applicable).

Governance (Overview)

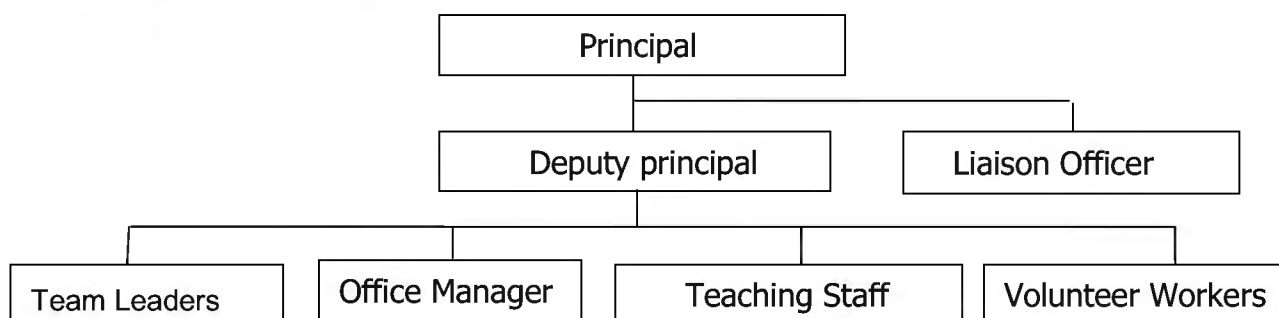


The Board of Trustees will be the governing body of the school that will be responsible for its direction and overall operation as an entity.

Names and roles:

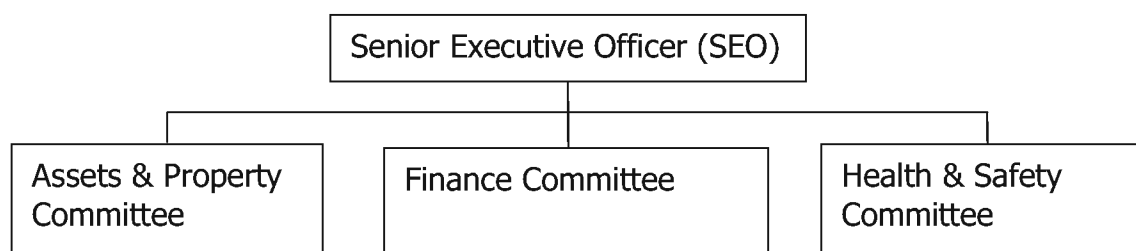
Muliagatele Vavao Fetui	-	Chairperson
Saili Lemalu Aukuso	-	Secretary
Alan Nobilo	-	Treasurer
Evangeline Davids	-	Assistant Treasurer
Levi Tavita	-	Senior Executive Officer
Daniel Winterstein	-	Liaison Officer
Patisepa Tuafuti	-	Academic Advisor (non-voting member)

Management (Curriculum)



The **Principal** will be responsible for a successful delivery of the curriculum. His/her sphere of influence will be confined to the academic side of the school and those that are shown in the above chart. The principal has the power to delegate his/her duties to the Deputy or the Senior Executive Officer only. The Principal will also teach.

Management (Finance & Property)



The **Senior Executive Officer** will be responsible for the finances (policy and administration) and business side of the school; he/she is also responsible for the upkeep of the school assets and resources. He/she will oversee the three committees' work and call meetings on behalf of the board. The SEO can delegate his/her duties to another person upon prior approval of the board.

The **Deputy Principal** will support the principal and act on his/her behalf when away.

The **Liaison Officer** will enact the Health & Safety Policy. Will support the principal and deputy in organising events, functions, look after ground workers and school transport.

The **Parents Association & Council** is made up of all parents of the school who will choose a chairperson and its own offices. They will be represented in the governing board by at least one of their members.

The **Accountant** will check records of school accounts and submit own independent report to the board of trustees when required.

The **Treasurer** will keep own independent records of financial accounts and reports directly to the board when required.

The **Office Manager** administers the daily operations of school, stock supply, arrange and monitor support for teachers' needs.

The **Teachers Association** comprises all teachers of the school (excluding voluntary workers) who will choose a coordinator to represent its voice in the governing board.

The **Wider Community** refers to organisations or bodies outside the school's sphere of influence. These include health authorities, police, fire brigade, churches, and other schools whose cooperation and support we need.

16) Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

Teachers and parents are represented in the decision-making processes as indicated in the organisation structure (above). Both have representatives in the governing board and will advocate on behalf of students also.

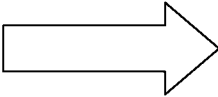
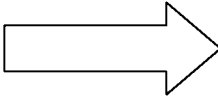
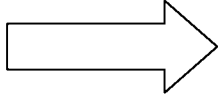
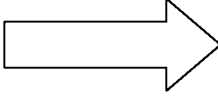
17) Provide two detailed implementation plans covering:

- a) the period from gaining approval to the opening of the school.
- b) the period from the opening of the school to the end of the first year.

IMPLEMENTATION PLAN**PHASE 1 From gaining approval to opening of school**

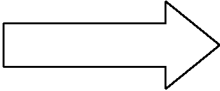
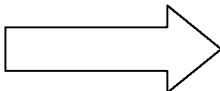
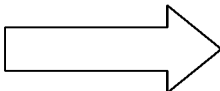
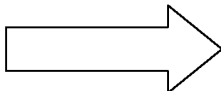
DATE:	SEPT 2014	OCT	NOV	DEC	JAN 2015	FEB
Activity:	1. Check first draft Curriculum Programme/ Yearly Overview planning		Revise & draw final draft	Teachers Induction	Teachers Classroom programmes ready	School begins
	2. Endorse performance goals Achievement Objectives/ Indicators/Benchmarks		Compile Assessment Guidelines; Review & Appraisal Guidelines		Guidelines ready for use	
	3. Install eTAP for Management & train Personnel (Office Manager)		Training eTAP continues – Office Manager & Principal		Monitoring system in place	
	4. Check first drafts Policies: Enrolment/Attendance & Absences/Curriculum & Assessments/Governance/ Employment/School Rules & Discipline/Off-site activities/ Reporting/Hiring & Dismissal/ Health & Safety/Finance/ Assets Management		Compile School Handbook with all policies/performance goals/Achievement Objectives/ Timetable Prepare Job Descriptions		Handbook ready	
	5. Pre-enrolment continues since July 2014		Pre-enrolment continues		Formal enrolment begins	
	6. Advertise 2 teaching positions		Interviews/Selection			
	7. Set up PAYE System					
Resources:	New Zealand Curriculum Framework; Gagana Samoa Guidelines, Literacy Learning Progressions; The English Language Learning Progressions; TeWhariki eTAP Ltd personnel					
Timeline:	to be completed by 3 rd week of October 2014		to be completed by 2 nd week of December 2014		to begin/ completed by the 2 nd week of Jan. 2015	

PHASE 2 From opening of school to the end of the first year (2015)

DATE:	FEP 2015	MAR	APR	MAY	JUN	JUL
Activity:	Board Meeting Finance committee Property committee Health & Safety committee		Board Meeting Finance Committee		Board Meeting Finance Committee Property Committee	
	Parents Association	Parents Meeting & PD 1 st meeting	Parents Meeting & PD	Parents Meeting & PD	Parents Mtg & PD	
	Principal & Staff Weekly Meetings (Goal Setting, National Standards, Curriculum), etc) Wednesday Staff Prof. Developmt.					
	Pre-Assessment to determine New Students Literacy levels		Prepare Portfolios			
			3 Way conference (STP) (Goal Setting)			
		Pre-Assessment Star Test' (Read & Write)	Pre-Assessment Aniva Yr3-6 (Samoan) Yr 3-6 (Read & Write) Pre-Assessment Numeracy			
Resources:	School Handbook: Finance Policy Property Policy Health & Safety Policy Employment Policy Enrolment Policy Assessment Guidelines					
Timeline:	at least 8 weeks - Senior Managers to allocate appropriate dates of meetings and duration of tasks					

STP = student, teacher, parent; PD = professional development

PHASE 2 From opening of school to the end of the first year (2015)

DATE:	AUG	SEP	OCT	NOV	DEC	JAN 2016
Activity:	Board Meeting Finance committee Health & Safety committee		Board Meeting Finance Committee Property committee		Board Meeting Finance Committee Board Evaluation	
	Parents Meeting & PD	Parents Meeting & PD	Parents Meeting & PD	Parents Meeting & PD	Parents Evaluation	
	Principal & Staff Meetings weekly (Pedagogy, etc) Wednesday Staff Prof. Developmt				Management & Staff Evaluation	
	PD reporting system (all staff)		Prepare Student Reports	Reports sent out	Students Evaluation	
	3 Way conference Goals Review					
			Post Assessment Star Test & 'Aniva' (Samoan) Post Assessment Numeracy		Data Evaluation	
Resources:	School Handbook: Finance Policy Property Policy Health & Safety Policy Employment Policy Enrolment Policy Assessment Guidelines					
Timeline:						

18) Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

- a) Financial forecast (budget)
- b) Balance sheet
- c) Student Roll
- d) Staffing levels

Response

[Applicant to confirm completion of the workbook titled "RFA PSKH Budget template.xlsx"]

19) Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- a) what you propose this funding will be used to provide; and
- b) the relationship between the school and the funder. s 9(2)(b)(ii) OIA

[REDACTED]

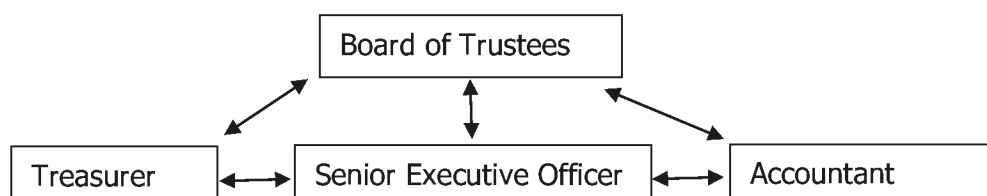
We're happy to keep you posted on the outcome. We also plan to look for business partnerships here in Auckland. Any funding that comes in will contribute to our operation costs.

20) Outline your proposed:

- a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;
- b) provisions for conducting annual audits of the financial operations of the school; and
- c) types and levels of insurance that you propose to operate the school.

The school's financial management will be the responsibility of the school Board enacted by three personnels: the Senior Executive Officer, the Board Treasurer and the school Accountant. The Senior Executive Officer will administer the policy on behalf of the board and reports to the board directly. The Treasurer will keep own records of financial accounts and prepare a sixth monthly report to the board. Audit of accounts will be the responsibility of the Accountant who will report directly to the Board when required. The Senior Executive Officer will ensure that financial record keeping is up to standards at all time by all parties involved.

PROCESS FOR FISCAL ACCOUNTABILITY:



Concerning types and levels of insurance, priority will be on school assets mainly buildings, vehicles and any of such importance to the school operations, to begin with.

21) Outline your proposed facilities, including:

- a) the type of property arrangement and the terms of the tenancy (if applicable);**
- b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or**
- c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;**
- d) your financing plans for acquisition and renovation of a facility; and**
- e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.** s 9(2)(b)(ii) OIA

We have secured the lease of [REDACTED]. It is Auckland Council's property, placed right in the middle of our target area. A modern hall equipped with kitchen facilities, disabled accessibility, trestles and tables, and plenty of off-street parking. The building is well secured in a very quiet street and meets all safety standards. The hall accommodates 200 people comfortably. s 9(2)(b)(ii) OIA

The place is offered [REDACTED]

We are happy to lease this place [REDACTED] while working to secure own permanent site/school building or larger facility whichever option works to our plan of expansion at the time.

22) Explain your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Asset management will be one of our organisation's main policies which rationale is to provide a desired level of service through the management of assets in the most cost-effective manner for present and future customers. It will also be an important part of our organisation's financial planning.

Our strategy involves a planned approach based on these factors:

- (a) who the asset managers are and their roles
- (b) how our service delivery arrangement works
- (c) how to manage the risks involved
- (d) monitoring the system effectively and efficiently.

- A. The Senior Executive Officer will be the Asset Manager and all board members will be assistant managers. The chief executive officer will coordinate any asset management planning from its initial phase to conclusion. Such planning involves looking at funding availability and use of reliable asset data.
- B. Service delivery within the school will be a collective responsibility that includes all staff members in terms of organisation, maintenance, risk and health related issues relating to. Service delivery in relation to contractors will be managed by the asset manager and the board.

- C. Managing risks is integral to managing assets and will be our guiding slogan all along. This will be stamped in our codes and standards and become part of our strategizing in lifecycle asset management. For example, first priority will be given to reducing risks by reviewing plans, reporting signals or evidence of any risk hazards as soon as they are identified. The same approach will apply to any other situation or arrangement whereby borrowed assets are involved.
- D. The cycle of activities relating to asset management planning, creating, operating, maintaining, replacing, rehabilitating and disposing of assets requires a good monitoring system. We will take data collection seriously and ensure that each of the above activities is well informed by the use of this vital evidence.

8 OPERATIONS PLAN

23) Explain how the school will:

a) achieve the enrolment target you have projected in Q2.(v);

Consultations with Samoan parents have been underway since government put forward this proposal. In Manurewa alone, more than thirty parents in our direct sphere of influence have indicated their support by committing own children to our proposed school once it is up and running. We are community based and each of us a member of the Samoan church organisations or schools within Manurewa. We think that our target of 60 is a very safe one.

b) be publicised throughout the community, including any specific outreach activities or similar;

It will be promoted by word of mouth, we also make use of our media networks, for example our educational bulletin (OLA) that goes out weekly. We work alongside Samoa Multimedia which has a Samoan radio network and a weekly news publication. We are right in the center of this hub of telecommunication activities.

c) target parents/family/whānau who may not be engaged in their child's learning;

First we need to know the reasons why in order for us to respond much more effectively. It may be the parenting or communication skills that need targeting. The principal and the Liaison Officer will support teachers in this task.

d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

We build on existing relationships to strengthen networks with both public and business communities. We like to see our role as facilitators of network building and development, introducing public to business and vice versa. This is good for all parties from a marketing perspective. We have at our disposal the services and media contacts to maintain long-term relationships.

e) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Not at this stage

24) Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

Our school will have an enrolment policy in place to define criteria for enrolment. Basically, children who live in zone have every right to attend the school. Enrolments for children who live in zone are accepted throughout the year. They are the ones who will be given first priority. Home Zone for our school means the whole of Manurewa as an Auckland ward.

We will accept children who live outside the zone, preferably from Mangere, Papatoetoe and Otara. Their acceptance will be on first come first serve basis in the second priority list.

The Act distinguishes between pre-enrolment and enrolment. 'Pre-enrolment' refers to the process of applying for entry to the school. 'Enrolment' occurs when attendance at the school commences and the student is first marked as present on the school roll.

The onus is on the parent / guardian to provide evidence which will enable the school to judge whether the given address will be the child's usual place of residence when the school is open for instructions.

The school may actively collect information and make all necessary enquiries in its opinion to ensure that enrolment details contained in the application are accurate.

The school cannot process a Home Zone enrolment application in advance on the basis of a signed tenancy or settlement agreement. The applicant must be resident at the enrolment address prior to making the application.

Pre-Enrolment

Parents or Guardians who reside within the Home Zone whose intent is for their child to attend the school are requested to Pre-Enrol when the child is aged 3-4 years as it is helpful to have pre-enrolment details of the child to allow the school to forward plan for staffing and resourcing.

The school requires the following pre-enrolment information;

- Child's full name
- Date of birth
- Address
- Parent / Guardian names
- Phone numbers

Enrolment Procedure

The enrolment procedure should be completed 6-8 weeks before the child starts school.

Proposed Timeline

Pre-Enrol	July – December 2014
Enrol	January 2015
Start	February 2015

25) Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions and Expulsions Guidelines.

In order to stand-down or suspend a student, the principal must be satisfied on reasonable grounds that the student has displayed the following:

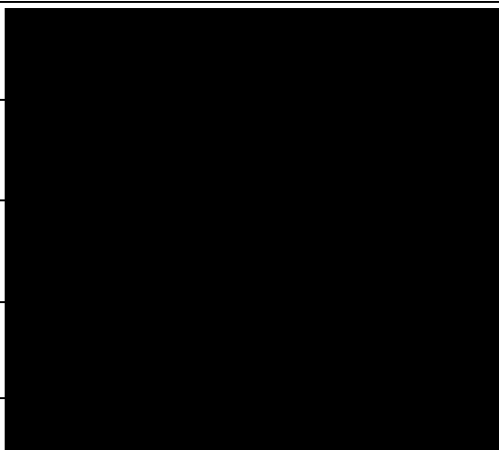



- Gross misconduct that is a harmful or dangerous influence to other students at the school; or
- Continual disobedience that is a harmful or dangerous influence to other students at the school; or
- Behaviour risking serious harm to the student or other students at the school if the student is not stood-down or suspended.

The principal must consider all circumstances, and not apply a predetermined rule. Our school will follow the Ministry of Education Flowchart for guidance when considering stand-down or suspension.

An outline of our discipline policy includes Purpose, Principles, Processes and Documentation. Our school will also provide clear directions in terms of school rules, discipline procedure, and guidance steps on disruptive or less harmful behaviour.

Notwithstanding, our approach to discipline is educational and corrective rather than discriminatory. The goal is for all parties to nurture a safe, healthy, supportive and successful school environment for all students and staff, by reinforcing positive behaviour at all times.

26) List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

Name	Role	Qualifications
Levi Tavita	Senior Executive Officer	
Saili Aukuso	Academic Coordinator (Principal - Interim)	
	Curriculum Advisor	
	Board Chairperson	
	Liaison Officer	
s 9(2)(a) OIA		s 9(2)(a) OIA

27) Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

Before recruiting for a new or existing position, it is important to invest time in gathering information about the nature of the job and conducting a job/work analysis of that role, asking the following questions:

- Has the role changed?
- Have the work patterns, new technology introduced or new products altered this job in anyway?
- Will there be any changes anticipated which will require different or more flexible skills from the new candidate?
- What skills do we need the new candidate to have that the existing job holder didn't have but needed?

These answers will enable us to clarify the actual requirements of the job and how it fits into the rest of the organisation. It is recommended that we use the exit interview from current job holders to identify any gaps, problem areas or skills that are required for the new job holder. A systematic approach towards this will show that we are not just thinking about the content (such as the tasks) making up the job, but the job's purpose, the outputs required by the job holder, what skills and aptitudes are required and how it fits into the organisation's culture and structure.

Upon completion of a job analysis for that role, we will be able to form the basis of our new or modified job description and person specification. After updating a job description and person specification we will be able to start looking at methods of how to attract the right type of candidate for the role, managing the recruitment process. The entire recruitment and interview process must be conducted in a clear, fair, transparent and unbiased professional manner.

Advertisements placed should be genuine and relate to a job that actually exists. The adverts should appeal to all sections of the community using positive visual images and wording. It is considered best practice to get another HR colleague to proof read our advert before we take any action. Employers must ensure that there is nothing discriminatory concerning age, sex, marital status, sexual orientation etc within the advert. As our advert will have to adhere to the Human Rights Act (HRA) 1993, the Fair Trading Act and the Privacy Act. Check out the Department of Labour: Hire Guide or HRINZ Recruitment Guide.

Successful recruitment depends upon finding people with the necessary skills, expertise and qualifications to deliver organisational objectives and the ability to make a positive contribution to the values and aims of the organisation.

It is important also that someone inducts the new employee on their first day or within the first week. Well-planned induction enables new employees to become fully operational quickly and should be integrated with the recruitment process. This approach also means that new employees can settle in and start contributing effectively to the organisation's business as soon possible. All new employees should know the organisation's aims, objectives, organisations policies and what is expected of them.

28) Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

We will hire teachers on the basis of their professional and personal achievements and qualities. As well, any specialized skill as required by the school from time to time. We expect teachers to have at least a BA in Education with a 3 year minimum teaching experience in New Zealand. Preference will be for those who have taken papers in Bilingual Education in a New Zealand university, or taught in a Samoan bilingual unit and have a proven record of achievements as a successful practitioner.

A teacher will have a successful and proven track record of both professional and personal characteristics and qualities in support of his/her application to an advertised position.

Last but not least, we seek teachers who share with us our vision and ambition for success. We expect them to be punctual, industrious, and ready to raise our students' achievements.

29) Outline the processes that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

The principal will ensure that proof of identity will be thoroughly checked of all applicants and or parties at work including a police check on past history. Proof of certificates, qualifications, experience as listed in successful applicants resumes must be verified by the right authorities. The Senior Executive Officer will have own double-checking to make sure the school is well covered in that regard. Proving the true quality of information and documentation will be treated as an important part of our recruitment process.

30) Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.

Salaries

Our Finance Committee will implement a Wages Policy that includes a compensation system in respect of performance and/or retention of quality teachers. This includes determining the salary ranges and salaries of the Principal and deputy.

Staff (including contract workers) must agree with our own terms of remunerations and system of awarding financial benefits; No comparisons may be drawn with state schools or the market reference point, thus saving any misunderstandings that may come up later.

Starting salaries are determined based on applicant's prior experience and/or qualifications directly related to the position. We have agreed to a starting salary of \$41,000 for our teaching staff who has a Bachelor of Education with at least three years of classroom experience. Senior management salaries will also be determined by prior experience and/or qualifications related to the position (Please refer to our list of pay rates below).

Rewards

We encourage our staff and workers to carve long careers with us and therefore willing to compensate for such commitment financially and professionally. Salary growth means rewarding staff for significant contributions to school achieving its target goals for example. It ties in with staff performance evaluation in terms of students' success. Career growth opportunities means recognizing and promoting staff for significant job opportunities within or outside the school.

These are some of the ways we offer financial rewards:*Developmental Increase*

We grant to a staff member such increase who has acquired additional skills or has proven competency in their duties. Such competency is due to a staff's own personal developmental growth, viewed as a contributing factor to the wellbeing of the school. This increase may happen at any time of the year.

In-Range Salary Increase

This increase is given to recognize an employee for taking on extra duties and responsibilities in his/her job classification. This is done without any change in classification level or salary range.

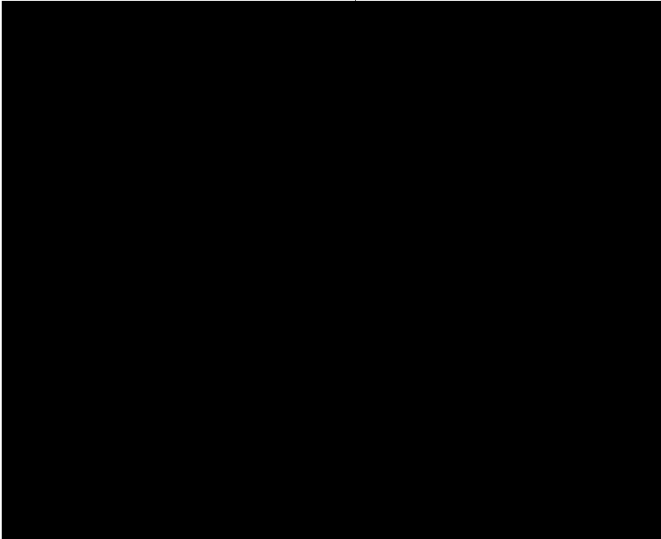
Merit increases

These are based on the staff member's performance during the prior year leading to the 2nd year of performance review by the board.

Managing the policy

The Senior Executive Officer and the Finance Committee will enact on behalf of the Board. The Board will make the final decision on all matters pertaining to salary, financial rewards, compensations, and pay rates of all employees.

Here is a list of our proposed PAYE employees and their pay rates within a 4 year period:
Based on our qualification requirement of a Bachelor of Education degree.

Title	s 9(2)(a) OIA, s 9(2)(b)(ii) OIA			
	2015	2016	2017	2018
Principal				
Deputy Principal				
Senior Executive Officer				
Liaison Officer				
Office Manager				
Assistant Office Manager				
Receptionist				
Teacher Registered				
Teacher Unregistered				
Teacher Aide registered				
Teacher Aide Unregistered				

Actual salary will be determined by additional qualifications, experience and performance after end of second year.

Hiring and Firing

Our employment policy will ensure that it has these features:

1. Consistency & Clarity – to avoid the risks of misinterpretation which applicants or employees may view as unfair and/or discriminatory;
2. Written policy and procedures must be accessed by staff and all employees.
3. Any decision to hire a staff must be conducted with much care, so that the best person is selected for the job, and consequences of a poor decision are avoided.

(Please refer to Q.28 - Recruitment, under Operations Plan)

4. Any decision to fire or have an employee stood down from his/her duties must also be treated in the same way as recruiting someone. Such decision must be viewed as informed, having taken all preliminary steps to ensure that the school is safeguarded and the rights of the affected person are recognised.

5. In the case where a person challenges the decision, then the school will ensure that it has solid evidence to defend itself in a moderating tribunal or even the court.

Comment:

We believe that terminating the service of a staff involves people at a personal level. This is why it's important that due discretion can be exercised so that hurt can be minimised. On the other hand, in cases where child abuse, threat of physical harm is involved, we will take actions immediately to protect the victim first and foremost.

31) Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.

Our approach to teacher assessment and appraisal is collaborative and educational. Teachers will need to adopt a mindset that any assessment made in relation to their performance is not between two individuals (appraiser and appraisee) but a collective undertaking in which the whole school is involved. Everyone must see it as a normal but crucial check on the part of the school as the investor in its human resources.

Thus, while it is obvious that accountability is involved, it must be perceived as a way to improve performance and refocus. In that way teachers will see the value in the idea of assessing performance by supporting each other to achieve a common goal.

32) If you propose to use volunteers and/or contractors, outline:

- a) the roles (where not disclosed in section 10(v) of this form);**
- b) how they will be identified, vetted and trained.**

We intend to use our parents as volunteers in fundraising activities first and foremost; we will promote those with leadership experience and skills to take leading roles. In the case where a volunteer is required in the teaching of the curriculum or performing a task that warrants a thorough check or training, this will require an assessment and a final approval of the board.

33) Outline how the school proposes to meet and maintain the required health and safety standards.

We will have a Health and Safety Policy enforced by the management and all staff members. The Liaison Officer will implement the Policy in terms of promoting it inside and outside of the school, and maintaining it.

The policy will include clear procedures so that students can respond well to any kind of emergency (fire, earthquake, dangerous spill, injury, sickness) inside and outside the school compound.

The policy will be enforced by means of a preventative approach.

For child abuse (physical, sexual, etc) or neglect inside and outside the school, we will follow this procedure:

1. Once a student is in danger or unsafe act immediately to secure their safety;
2. Ensure that any information disclosed by student is written down and be treated as confidential;
3. Ensure that student has a responsible adult supporting them through this process; the support role clearly defined;
4. Inform the Principal or Deputy Principal, or Senior Executive Officer if the formers are unavailable;
5. Principal to discuss with other senior managers, and must agree on course of action; (they can invite a counsellor or minister to be part of the discussion);
6. Principal to inform Board Members of decision;
7. Principal or deputy will talk to the NZ CYPS or Police;
8. Ensure that the matter is formally referred; then act on any recommendation from either or both of them on the next step for the student;
9. Make sure that staff involved get support;
10. Principal to remind others who knew to treat matter as strictly confidential.

9 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

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 consider are required 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.

10 Assumptions, Risks and Caveats

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

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

11 Applicant Declaration

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

Topic	Requirement	Applicant's declaration
RFA response:	<p>The Applicant has prepared this application independently to operate a Partnership Kura.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	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:	<p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>	agree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p>	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract	agree

	derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	
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 Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>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).</p> <p>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.</p>	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
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
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree

Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>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> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown 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:	Levi Tavita	
Full name:	Levi Simeona Sogi Tavita	
Title / position:	Senior Executive Officer	
Date:	07/03/2014	

12 Applicant Check List

The checklist is included for your reference only.

Action Required	Done	
1. Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014		
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		
3. Complete all required sections of the application.		
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	