5. Set out clear plans for transition between phases of education and (if relevant) employment.

Part C - Learning environment and teaching

6. Describe your proposed instructional methods, including at a minimum:
   a) any distinctive instructional approaches you propose to be employed;
   b) how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels; and
   c) help produce the educational outcomes anticipated in the school's goals.
7. Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.
8. Explain how the proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.
9. Outline the school's planned self review processes.

Part D. Student progress and achievement

10. State which qualifications will be offered by your school if it is a secondary or composite school.
11. Detail tests, measures, or other assessment and/or aromatawai tools that you propose to use explaining at a minimum:
    a) how student progress and achievement will be measured, tracked and reported; and
    b) how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

4.1.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 4, Question 1, Question 2 etc.

4.2 SUPPORT FOR LEARNING

4.2.1 Objective:

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

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

4.2.2 Questions:

Part A – Parent / Family / Whānau / Community involvement

1. Describe how you propose your school will:
   a) work with students, parents, families/whānau and community to promote high attendance levels, school-wide;
   b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;
   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; and
   d) Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.

Part B – Community Participation

2. Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.
3. Discuss 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.

Part C – School Organisation and Culture

4. Describe the principles of how the school will be organised and how this will support student learning.
5. Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

Part D – Safe Learning Environment

6. Describe the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.
7. Describe 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 and any other applicable Acts).

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

8. 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;
   b) the support and mentoring for any staff that are not registered teachers; and
   c) how this will enable the school to meet the needs of priority students.

4.2.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 4, Question 1, Question 2 etc.

5 BUSINESS PLAN

5.1 Objective:

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

If your organisation is an existing independent school applying to become a PSKH you must show that it has a good track record of financial management and explain any existing issues which could impact on it becoming a PSKH. Please attach this information as an Appendix.

5.2 Questions:

Part A – Governance, Management, and Administration

1. Describe your proposed structures and design rationale covering:
   a) Governance;
   b) Management;
   c) Administration; and
   d) Subcontract arrangements (if applicable).
2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.
3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

Part B – Planning and Establishment

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

Part C – Finance

5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.
6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.
7. Describe 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) What the nature of the relationship between the school and the funder will be.
8. Describe 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 as required to operate a PSKH.

Part D – Facilities

9. Describe your proposed facilities covering:
   a) where you propose the school will be located when it opens;
   b) the type of property arrangement and the terms of the tenancy (if applicable);
   c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or
   d) if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;
   e) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and
   f) your financing plans for acquisition and renovation of a facility.
10. Describe 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.

Part E – Enrolment and School Marketing

Outreach to the community

11. Describe how the school and its program will:
    a) be publicised throughout the community;
    b) how the school will target parents/family/whānau who may not be engaged in their child's learning;
    c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and
    d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Future expansion and improvements

12. Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

Part F– Other

13. Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

5.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 5, Question 1, Question 2, etc.

6 OPERATIONS PLAN

6.1 Student Policies and Procedures

6.1.1 Objective:

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

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

6.1.2 Questions:

Part A - Timeline for registering and enrolling

1. Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

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

2. Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

Part C – Grievance Process

3. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

6.1.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 6, Question 1, Part B Question 1 etc.

6.2 Personnel

6.2.1 Objective:

To provide the evaluators with details of:

- the Applicant's key personnel and/or Partners who will collectively be accountable for the delivery of the outcomes; and
- proposed resources, skills, qualifications and systems that will be used to manage the human resource component of the school.

6.2.2 Questions:

Part A - Key leadership roles

1. Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.
2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

Part B - Qualifications of school staff

3. Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).
4. Describe the employment process 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.

Part C - Staffing Plan

5. Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.

Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

Part E - Volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:
   a) the possible roles;
   b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and
   c) how they will be identified, vetted and trained.

Part F - Performance Management and Appraisal

8. Describe how your teaching practices will be assessed, including appraisal processes.

6.2.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 6.2, Question 1, Question 2 etc.

6.3 Legislative and Health & Safety

6.3.1 Objective:

To ensure that the PSKH you are proposing meets all of the legislative and occupational health and safety requirements.

6.3.2 Questions:

Part A – Health and Safety

1. Detail how the school proposes to meet and maintain the required health and safety standards.
2. Describe your proposed actions to ensure the safety of students and staff at all times.

Part B – Records and Information Management

3. Describe your proposed systems for:
   a) recording enrolment, attendance and achievement; and
   b) maintaining school records to provide any information required by the Government.

6.3.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 6.3, Question 1, Question 2, etc.

7 Acceptance of Draft Agreement

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

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

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

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

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

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

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

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

8 Assumptions, Risks and Caveats

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

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

9 Applicant Declaration

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

Declaration		
Topic	**Requirement**	**Applicant's declaration**
RFA response:	The Applicant has prepared this application independently to operate a PSKH. **OR** jointly with [insert name of Applicant#2] **OR** in consortium with [insert names of consortium Applicants]	**agree / disagree**
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 / disagree**
Collection of further information:	The Applicant authorises the evaluators to: a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application.	**agree / disagree**
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	**agree / disagree**
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	**agree / disagree**
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	**agree / disagree**
Ethics:	The Applicant warrants that in submitting this Application it has not: a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor	**agree / disagree**