# Request for Application to operate a Partnership School | Kura Hourua opening in 2018

## Part Two – Application Form

## Close Date - 8 November 2016 12 noon

**Applicant: Blue light Ventures Inc**
School Name:Blue Light Senior Academy

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# 1 Applicant Contact Details

## 1.1 Contact person for this application

| | |
|---|---|
| Contact person: | Mike Jackson |
| Position: | Operations Manager |
| Phone number: | 07 577 9025 |
| Mobile number: | [redacted] s 9(2)(a) OIA |
| Email address: | |
| Is the contact person authorised to negotiate? | Yes |

## 1.2 Sponsor organisation

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

| | |
|---|---|
| Full legal name of Sponsor: | Blue Light Ventures Inc. |
| Trading name: (if different) | *N/A* |
| Name of parent organisation: | *N/A* |
| Physical address: | 144 Fraser Street<br>Tauranga South<br>Tauranga |
| Postal address: | PO Box 102 199<br>North Shore<br>Auckland 0745 |
| Website: | www.bluelight.co.nz |
| Location of head office: | Tauranga |
| Type of entity (legal status): | Incorporated Society |
| Registered Charity | Yes |

| | | |
|---|---|---|
| Charity (or) Company registration #: | CC 21948 | |
| Country of residence: | NZ | |

# 2 Applicant Profile

## 2.1 Profile of applicant organisation

As we are looking for this application to be self-contained, we request you include the following information from your Expression of Interest document.
If the applicant is a joint venture or a consortium, then copy and paste the table for each applicant.

| | | |
|---|---|---|
| a | Name of organisation | Blue Light Ventures Inc. |
| b | Type of organisation | Charity |
| c | Charity or Company registration no. (if applicable) | CC 21948 |
| d | Name of parent organisation (if applicable) | N/A |
| e | Year established | 1983 |
| f | List your key current activities | 1. MSD Social Sector Trial Lead - Ranui<br>2. Life Skills Programmes<br>3. Work Safe – Farm Safety Activity Programme – Year 3 – 6 students<br>4. MYD – Prime Ministers Youth Programme<br>5. CYFs – Prosper Program with young people in youth residences<br>6. Numerous Youth programmes<br>7. Supporting the activities of 73 Branches throughout N.Z.<br>8. Ministry of Justice – Youth Crime Action Plan - Whakapuawai |
| g | List key personnel relevant to this application who will be involved in the establishment and/or ongoing operation of the school | 1. Rod Bell, ONZM - CEO (Winston Churchill Fellow) Blue Light, past Board Chair - Albany Junior High School, Board Member – Pinehill School, Inaugural Parents Forum Chair – Albany Junior High School.<br>2. Mike Jackson MEd (Hons) BSci, Dip Tchng, RNZN – Past Foundation Principal Albany Junior High School (10 Years), and on the advisory panel for the school establishment.<br>3. Chris Te Whare – Maori Immersion school teacher, Current School Board member.<br>4. Brendon Crompton MBA, MHRod, BA, Dip Tchng, Dip Pol, National Manager NZ Blue Light (Winston Churchill Fellow) – English teacher and Community Board Member - Pukekohe<br>5. Joe Graham – Te Wananga O Aotearoa – Aukaha Tangata / Head of Recruitment and Relationships |

| | | |
|---|---|---|
| | | 6. Hannes De Bruin – Principal Advisor, eQuip – MBA, PGDip(HR), Grad Dip (Ind.Psy), BA(MHS). |
| h | List your significant experience relevant to your application to operate a partnership school<br><br>s 9(2)(a) OIA | Rod Bell, ONZM – past Board Chair in a new model Junior High School – Albany Junior High School, the first school of its model in N.Z. Became involved in the school early in the school's establishment as a Board of Trustees Member and later as its Chair for 5 years.<br><br>Mike Jackson – Foundation Principal of Albany Junior High school – part of the design and establishment team, and subsequently appointed by the Establishment Board.<br><br>Chris Te Whare – Maori Immersion school teacher.<br><br>Brendon Crompton MBA, MHRod, BA, Dip Tchng, Dip Pol, National Manager NZ Blue Light (Winston Churchill Fellow) – English teacher and Community Board Member – Pukekohe<br><br>Joe Graham - Cultural Advisor and Iwi Liaison<br><br>[redacted] |
| j | Total no. of staff in NZ | 27 |
| k | Do you intend to establish a new legal entity to run the school? | No |

## 2.2 Proposed subcontractors

**Disclosure**: Applicants must indicate and provide details below if they intend to sub-contract any part of the application requirements to any person or organisation, who is not an employee.

*Copy and add more tables as required*

| **Will the Sponsor sub-contract any part of the operation of the proposed partnership school to other parties?** | |
|---|---|
| Response:<br>**No (delete as applicable) (If yes, please provide details below)** | |
| **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: | |

## 2.3 Financial information

If the applicant is a joint venture or a consortium, then copy and paste the table for each applicant.

| | |
|---|---|
| Current financial status: | brief description of the organisation's current financial status & stability |
| Gross revenue: | state the gross revenue for the last two years<br>[redacted] s 9(2)(b)(ii) OIA |
| Net profit (surplus) and Net Assets: | state the net profit (or surplus) for the last two years and the total value of net assets as at the closing date of the last financial period.<br>[redacted] s 9(2)(b)(ii) OIA |

| | |
|---|---|
| Last audited financial accounts: | 31 March 2016 |
| Copy of latest audited accounts attached? | Yes |
| Copy of latest annual report attached? | Yes |
| Is organisation in dispute with any trade union? | No |

## 2.4 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** | |
|---|---|
| Name of organisation: | [redacted] |
| Name of referee: | s 9(2)(a) OIA |
| Telephone: | |
| Email: | |
| Relationship: | Past Patron of Blue Light Ventures |
| When: | 2001 |

| **Referee #2** | |
|---|---|
| Name of organisation: | [redacted] |
| Name of referee: | s 9(2)(a) OIA |
| Telephone: | |

| | |
|---|---|
| Email: | [redacted] |
| Relationship: | [redacted] provider of services to the Blue Light Life Skills course. s 9(2)(a) OIA |
| When: | 2011 - 2016 |

| **Referee #3** | |
|---|---|
| Name of organisation: | [redacted] |
| Name of referee: | |
| Telephone: | s 9(2)(a) OIA |
| Email: | |
| Relationship: | Position: Past Ministry of Education Governance Facilitator for the Establishment of [redacted] s 9(2)(a) OIA |
| When: | *2005 - 2007* |

## 2.5 Current and recent government contracts

Please provide a list of all government contracts your organisation (including current) holds or has held within the last 12 months. If the applicant is a joint venture or a consortium, then copy and paste the table for each applicant. Add more rows onto the bottom of table if needed;

| **Government Agency Name** | **Contract Title** | **Government Contract Manager Name address and one number** | **Total $-value of Contract (ex GST)** | **Contract Term (eg start and end date)** |
|---|---|---|---|---|
| MSD | Mainstream Supported Employment | [redacted] s 9(2)(b)(ii) OIA, s 9(2)(a) OIA | | 02/02/2015 – 29/01/2017 |

| | | | |
|---|---|---|---|
| | | [redacted] | |
| MSD | SST<br>(Social Sector Trial) | | 01/07/2016 – 16/12/2016 |
| MSD | SST | | 01/08/2016 – 16/012/2016 |
| MSD | SST – Related Services<br>Truancy Flow Chart | | 18/01/2016 – 30/06/2016 |
| MSD | SST – Work Ready Support Programmes | | 25/01/2016 – 30/06/2016 |
| MSD | SST – Related Services<br>Provision of youth programmes & related support for young people | | 01/10/2015 – 30/06/2016 |
| MSD | SST – Related Services<br>Mentoring, pro-social activities, breakaway programme to at risk Ranui youth | | 01/10/2015 – 30/06/2016 |
| MSD | SST – Related Services Waitomo District | | 01/07/2015 – 30/06/2016 |
| MSD | SST – Related Services South Waikato | | 01/07/2015 – 30/06/2016 |
| MSD | SST | | 01/07/2015 – 30/06/2016 |

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

| | | | |
|---|---|---|---|
| | | [redacted] | |
| WorkSafe NZ | Farm Safety Activity Book Education programme | | 22/02/2016 – 30/06/2016 |
| WorkSafe NZ | Farm Safety Activity Book Education programme | | 30/06/2016 – 31/12/2016 |

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

## 2.6 Probity Requirements

We are seeking full disclosure in relation to any person or organisation that will have a ownership, management or operational function within the proposed Partnership Schools. This includes the Sponsor Organisation and its shareholders or trustees, key staff, and subcontractors. In relation to this you must declare any pending claims or cases, or could judgements or decision within the last 6 years.

| | | |
|---|---|---|
| a | List any pending claims or cases | Nil |
| b | List any court judgments or other decisions made in the last 6 years | Nil |

# 3 School Overview

| | | | |
|---|---|---|---|
| a | Year groups the proposed school will serve | Years 11 – 13 Inclusive | |
| b | Proposed location | 10 Maire Street<br>Wairakei Village<br>Taupo | |
| c | Priority student groups targeted<br>(Enter percentage(s) | *Māori* | *75%* |
| | | *Pasifika* | *15%* |
| | | *Low socio economic* | *85%* |
| | | *Special needs* | *5%* |

| | | |
|---|---|---|
| d | Expected opening roll | 30 Year 11 Students |
| e | Proposed maximum roll | 90 Students – Possibility if successful to extend the roll. |
| f | Summarise the special character of your partnership school in one concise descriptive sentence | Blue Light Senior Academy will be a four day a week residential school for priority learners, whereby Blue Light adventure based learning opportunities will be seamlessly integrated into a fully flexible learning environment, where a focus on Maths, Science and Technology alongside a wrap-around pastoral care system will ensure young people are empowered to reach their potential away from distractions and negative external influences. |

## 3.1 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 the proposed size of the school roll and the school's 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 for the table below.
2. Delete the rows for the year levels that do not apply to the proposed school.

| Year | 2018 Roll | 2019 Roll | % Change | 2020 Roll | % Change | 2020 Roll | % Change | 2021 Roll | % Change |
|---|---|---|---|---|---|---|---|---|---|
| **11** | 30 | 30 | 0 | 30 | 0 | 30 | 0 | 30 | 0 |
| **12** | - | 30 | | 30 | 0 | 30 | 0 | 30 | 0 |
| **13+** | - | - | | 30 | 0 | 30 | 0 | 30 | 0 |
| **Other [list]** | | | | | | | | | |
| **Total** | 30 | 60 | 50% | 90 | 33% | 90 | 0% | 90 | 0% |

# 4 The Sponsor

If the applicant is a joint venture or a consortium, then copy and paste the tables 4.1 to 4.3 below for each applicant.

| **Name of Applicant** | Blue Light Ventures Inc |
|---|---|

**4.1 Provide an overview of the applicant organisation (who is or will form the Sponsor). Include an overview of their current business activities, and number of years that it has been operating.**

Response:

New Zealand Blue Light is a leading not for profit organisation specialising in the delivery of youth programs in partnership with a wide range of providers, schools and communities.

Blue Light has been active in New Zealand for over 30 years. It originally began in Australia as a community policing initiative and remains very strong in all of the Australian States and now in Norfolk Island, East Timor, Solomon Islands, Cook Islands, parts of Wales, Scotland and New Zealand.

Blue Light New Zealand has moved a long way from its early beginnings where the main activity was Blue Light Discos. Blue Light Ventures Incorporated is a nationwide incorporated society which has a national executive committee and operates 74 branches nationwide. Each branch is responsible to source their own funding, to organise and conduct their own activities.

Blue Light's core delivery of programs is to the target age group of 12-18 year olds.

Blue Light's mission is one of 'empowering youth' and its experience in the delivery of youth programs links perfectly with projects where outcomes are aimed at giving young people the opportunity and support to be the best that they can be and to make the most of the opportunities that are afforded them.

The Board of Blue Light sees the future role of the organisation as that of developing as an umbrella organisation linking the strands of youth development across Government Agencies, educational institutions and a range of youth services providers.

Blue Light has 30 years experience in working with youth and has become a brand which is well known and trusted by young people, adults, government agencies and community funders.

Blue Light currently delivers youth development programs such as the youth life-skills program aimed at increasing employability or better educational outcomes whilst at the same time being aware that this is only part of a whole community approach around youth development and see the real value in linking the strands of support available for a young person together.

Unit standards are currently offered on many of our activities including the Life-skills and Leadership camps where up to 16 credits can be earned towards NCEA level 1 and 2 certificates.

Blue Light branches have delivered truancy programs in the past and the national office has supported regional truancy projects aimed at reducing youth crime by keeping young people engaged in education.

Blue Light actively seeks out community and government partners for youth programs with the underlying goal of providing the most effective and efficient use of resources to deliver the best result for the young person. This includes but is not limited to Ministry of Defence Youth Development Unit, ACC, Youthline, Auckland Council, Ministry of Education, Ministry of Youth

Development, Child, Youth and Family, Outward Bound, Spirit of Adventure, Duke of Edinburgh Award, DARE, Youthtown, Iwi, Pacifika and Refugee communities.

**4.2 Outline the track record of the applicant organisation to run the school.**

Response:

Blue Light uses events and activities to communicate with and educate young people. By providing young people and their families with unique experiences and opportunities, Blue Light is able to build relationships and assist young people to reach their potential.

Families encourage their young people to be involved in Blue Light activities as they are aware that the young people will be involved in an event which is a safe, alcohol and drug free environment.

The National Body runs a variety of national youth programs including:

- Prime Ministers Youth Program
- Life-skills Residential Program for 600 young people with NZDF
- Providing 45,000 life-skills and educational handbooks to all school leavers in New Zealand
- Providing 50,000 educational and life-skills handbooks to all year 9 students in New Zealand
- Delivery of the Duke of Edinburgh Award into recognised disadvantaged communities.
- Providing the Bryan and Bobby safety program into all primary schools.
- Anti Bullying short film competition with schools.
- Fishing competitions co-hosted with Graeme Sinclair

Local branches also run their own localised programs and activities to target their own local youth issues.

Programs include:

- Youth mentoring programs.
- Educational camps.
- Driver licensing programs.
- Marae based holiday programs.
- Truancy programs.
- After school programs.
- Weekend programs.
- Drug and alcohol courses.
- Behaviour reward programs.
- Youth Justice programmes.
- Adventure based learning with outdoor activities such as canoeing,tramping and rock climbing.
- Waka Ama competitions.
- Discos and dance parties.
- Art projects
- Anti graffitti programmes.
- Trolley derby competitions.
- Camps and counselling for sexually abused.
- Youth Development camps
- Youth Leadership camps

**4.3 Outline the capacity of the applicant to run the partnership school alongside any other business operations they may have.**

**We are aware from experience that a partnership school can be complex and resource intensive to establish and to operate. Demonstrate that you have the capacity to undertake the activity of establishing and running a school, and meeting contractual obligations, alongside any other business activities you may operate.**

Key Staff and their ability to operate a partnership school and Blue Light:

Rod Bell, ONZM

CEO of Blue Light, running community youth programmes on behalf of the Ministry of Youth Development, Ministry of Social Development and New Zealand Police.

Grown the organisation from a committee to a professional organisation of 27 staff, 74 branches and a reputation as a leader in youth development.

Strong business networks across the government, NGO sectors, with industry and with rural communities.

In 2014 received the Officer of New Zealand Order of Merit for services to the Police, Youth and Community.

Across a 15-year period acquired, grew and then sold three businesses.

Managed all aspects of the businesses initially before growing them to a point where he could employ staff and created development business units in Manufacturing, HR, Finance, Sales, Import/Export.

Purchasing and importing products.

Developed and implemented business systems and processes which were a key factor in the success of all three businesses.

[redacted] s 9(2)(a) OIA

Past Board Chair in a new model Junior High School – Albany Junior High School, the first school of its model in N.Z. Became involved in the school early in the school's establishment as a Board of Trustees Member and later as its Chair for 5 years.

Mike Jackson – Past Principal – successfully managed the establishment and operation of a large Auckland High school for ten years – Albany Junior High School.

Mike Jackson has taken the lead in a number of large building projects throughout the education sector. Namely:

Birkenhead College – Computer Resources – Network and Buildings re-development.
Long Bay College – Recreational Centre and Technology Block upgrade.
Albany Junior High School Establishment – Advisory Board.

# 5 Purpose and Goals

## 5.1 Distinctive mission, vision and special character

| 5.1.1 | Expand on the distinctive concept behind the proposed school and what it will seek to deliver from section 2.2a in your EOI Response. Include a description of what sets your school apart from existing education provision. |
|---|---|

We are proposing a bold strategy Kaupapa for:

Building self-worth (Manaakitanga) and belonging (Ukaipotanga) amongst our students as a framework for their achievement.

Key aspects of the school:

- Residential from Sunday evening to Thursday evening, returning home for the weekend.
- Fully flexible learning day with classes, activities, tutorials, starting with Blast activities early morning finishing with supervised homework, tutorial classes late evening.
- Blue Light is offering a unique and innovative approach to secondary schooling looking to focus on those male students most at risk of failure.
- We are looking to build self-confidence, self-esteem, a sense of pride and achievement in young people who for many reasons, not least of which being their home environments do not see achievement and success as something that pertains to them.
- We will provide a highly supportive, structured, nurturing environment on a residential basis that provides; a sound academic programme, education based on activity based learning, many opportunities for leadership, challenge and giving back to the community through community service in a structured Duke of Edinburgh framework.
- Teachers will 'walk side by side with their students through these challenges.

Specifically:

- Introductory residential - 'Life-Skills Course' through Blue Light. Teachers and School Management would attend the camp concurrently establishing strong positive relationships with their students before the start of the school year – Whanaungatanga. Building a unity through challenge within the whole school – Kotahitanga (togetherness).
- BLAST (Blue Light Adventure Skills and Training – Cactus derivative) for all students each morning.
- All students enrolled in and achieving Gold Duke of Edinburgh by the end of year 13, and the commitment to community service that it brings.
- A strong focus on understanding of Aronga (Maori world view), teaching Tikanga and creating a culturally responsive learning environment along with building the knowledge of the students' own whakapapa through experiential marae based learning.
- All students involved in Blue Light Cadets.
- Outward Bound – Classic Course at the end of year 13 by way of completion and graduation.
- Students involved in organising and running Blue Light events, e.g. Touch tournaments, PCT (Police Competency Test) competitions, adventure weekends building their own leadership skills and Mana – Rangatiratanga.
- Annual Leadership camp.

- Senior student leaders will make up the Blue Light Youth Advisory Board and become a resource for the organisation as a whole.
- High involvement in sports through a sports academy.
- Driver licensing programme taking all students to a full driver's license by the end of year 13.
- A strong work experience programme to utilise local industries, in particular tourism.
- A focus on teaching Financial Literacy.
- AKO – learning from each other.

| 5.1.2 | What are the objectives for the School?<br><br>Note: These objectives must be suitable to be included in schedule 6, section 1 of the draft Agreement. |
|---|---|

- Students who are fully engaged in their own futures and are empowered to make the most of their opportunities.
- 85% of students gaining level 2 NCEA.
- 85% of students gaining level 2 literacy requirements
- All students will leave Blue Light Senior Academy to go into further study or employment.
- All school leavers will have completed Gold Duke of Edinburgh awards.
- All Graduates will complete an adventurous journey with a recognised provider e.g. Outward Bound.

## 5.2 Accelerating the achievement of priority learners

| **5.2.1** | **Recap on the priority student groups targeted (from 2.1 of your EOI response).** | |
|---|---|---|
| **Priority student groups targeted**<br><br>**(Enter percentage(s)** | **Māori** | 75% |
| | **Pasifika** | 15% |
| | **Low socio economic** | 85% |
| | **Special needs** | 5% |

5.2.2 Describe how your proposed partnership school will improve the engagement and achievement of your target groups?

**You should include:**

**a) current educational outcomes and attainment levels of your proposed target groups**

**b) the extent of improved performance you anticipate that your partnership school will achieve**

**c) a detailed description of the well-grounded programmes, strategies and instructional practices your partnership school will use to bridge the gap between current attainment levels and the improved attainment you describe**

**d) provide evidence, research and data analysis to support your response**

**e) include links to and/or electronic copies of all sources of evidence, research, data and analysis that support your response.**

Response:

Blue Light Academy will be a residential college for students who are most at risk of failing and are within N.Z.'s priority learner category (Maori and Pasifika). Bringing students into a setting with wide ranging opportunities for learning through adventure based activities and authentic learning activities many of which will be community based.

- Students will be fully engaged in their own futures and are empowered to make the most of their opportunities.
- 85% of students gaining level 2 NCEA.
- All students will leave Blue Light Senior Academy to go into further study or employment.
- All school leavers will have completed Gold Duke of Edinburgh awards.
- All Graduates will complete an adventurous journey with a recognised provider eg Outward Bound.

We plan to accelerate the progress of our priority learners by:

1. Using effect size as a measure, which will assess the individual progress of each student, in a calendar year

   *(The use of effect size to measure achievement will enable progress to be measured student by student. The expected progress in any calendar year is between 0.3 and 0.4 effect size hence 0.6 is accelerating achievement progress in writing <u>above</u> the expected normal progress (as per e-asTTLe).*

   We will teach staff how to use and test for effect size as a measure, and understand the resulting data.

   This data is to provide information that will enable teachers to engage in best teaching practice to enhance optimal learning opportunities for students (an example)

   Students will be required to set their own educational goals and monitor these regularly through a five week monitoring programme .

   They will be able to produce qualitative and quantitative data which will then inform them of their next steps. This self monitoring will provide a platform for students to have ownership in their own learning as it requires self reflection and through communication with their tutor the creation of their Individualised education Plan

2. We will teach our community using the forum of community agency meetings, the meaning of effect size and what the normal average expectation of a student's progress in any given year and tuition is expected to be.
3. The intervention of specific teaching strategies will help accelerate progress.
4. We will use technology to engage learners in their learning process, exploring relevant apps and programmes as a tool to make a difference, as well as enable students to be globally aware citizens.

   Technology as in the NZ curriculum including materials, food and IT.

What is Adventure Based Learning?

ABL is based on a philosophy "which in essence states that individuals are usually more capable (mentally, emotionally and physically) than they perceive themselves to be, and if given the opportunity to TRY in a supportive atmosphere, can discover this excellence within themselves."

ABL utilises group initiatives, low and high challenge course elements and many other activities to facilitate team building, problem solving, trust and communication. The experience allows the individual and team to approach physical, social, mental and emotional challenges in a safe and secure setting.

ABL provides physical and intellectual problems for groups to solve. The "group challenges" help people explore issues of leadership, cooperation, and conflict. The hands-on activities provide a laboratory for people to experiment with different ways to lead or support a team. As with other experiential training, at the end of each exercise participants explore options for greater effectiveness through reflection, reviewing, de-briefing and goal setting.

Because a group is making decisions in the moment, ABL helps groups see their own dynamics more clearly. It is a powerful method for team-building and self-discovery.

ABL uses experiential learning (learning by experience) and the excitement of trying something new, to further support the concept that people learn most effectively when they:

- are having fun
- are interested in what they are learning
- are actively participating in their learning
- feel a sense of control over what they are learning
- reflect on the experience afterwards
- make connections to other learning and life situations.
- It can succeed where conventional methods are failing….

In ABL programmes the teacher or facilitator challenges a group to achieve a goal, but does not explain how to successfully complete the challenge. Students must work to find a solution individually and together as a team, and must communicate and learn from each other in order to be successful.

Students begin to recognize the inner resources, strengths, and positive qualities within themselves and within their team. Reflecting and debriefing on the experience or "adventure" afterwards allows them to learn more about both their personal behaviour and contributions as well as the group's, and relate it back to their everyday lives and routines to create positive change.

Positive change often occurs when students, individually and in groups, face problem-solving or risk-taking situations. Adventure-based learning programmes have proven to be successful in meeting both educational and personal goals whilst conducted in a safe, managed environment.

Source
Adventure Based Learning UK

Quote:

Firstly, and most importantly, ERO encourages schools to develop systems, processes and connections that put students at the heart of learning and teaching, rather than on the periphery of school decision-making and the curriculum. Secondly, considerable work needs to happen before primary and secondary teachers and leaders understand the permissive nature and intent of *The New Zealand Curriculum*, and implement responsive curricula in their schools. Thirdly, improvements need to be made in the way schools engage in assessment and evaluation processes so that these are dynamic and responsive to information about students. ERO

5.2.3 Describe how you will ensure the specific needs of priority learner groups such as Māori, Pasifika and/or those with special education needs are met by your school.

Note:

Māori students: If you plan to target Māori students, outline your plans for *achieving success for Māori in education, so that students are enjoying and achieving success as Māori http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success and supporting Māori language in education: delivering strong, co-ordinated effort and investment http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/tau-mai-te-reo-the-maori-language-in-education-strategy-2013-2017*

Pasifika students Pasifika students: If you plan to target Pasifika students, outline your *plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017*

Special education needs: If you are targeting students with special needs, outline how you will ensure you provide an inclusive environment for students with special education needs, including how the school will demonstrate inclusive practices; how the school will build its capability to address the needs of students with special education needs; and how partnerships with parents of students with special education needs are used to achieve education success.

Response:

Our response is designed to meet the specific needs of our priority learners as identified in the literature:

From Kahikatea:

**Key aspects of meeting the needs of our Maori students include:**

This comes from an overarching desire to offer Maori students possibility and hope, to engage and inspire through learning experiences that are relevant and authentic. Offering trust and purpose, whilst preparing the students for the life they will face. Life preparation is a fundamental premise of the school.

- Integrating elements of students' identity, language and culture into the curriculum teaching and learning – particularly around the holistic structure of the school – Whanaungatanga and Kotahitanga – see section 5.1
- A strong focus in using student achievement data to drive improvement provide early, intensive support for those students who are at risk of falling behind and develop improvement plans, Strong engagement and contribution from students, parents and whānau, hapū, iwi, Māori organisations, communities and businesses will have a strong influence on students' success – 6.5
- Create productive partnerships with parents, whānau, hapū, iwi, communities and businesses that focus on educational success - 8
- Retain high expectations of students to succeed in education as Māori.

**From the Pasifika Education Plan2013 – 2017**

**Key aspects of improving outcomes for Pasifika students include:**

- Improved collection of information to identify needs and produce tailored education plans – 6.5
- New approaches to engage families and communities – particularly priority learners – 8
- A Strengthened school accountability process particularly around enrolment and engagement of family.
- There will be focused programmes and activities around Pasifika well-being.
- Alternative, highly engaging and innovative learning opportunities and pathways
- There will be clear pathways, support and guidance into tertiary qualifications and/or employment, along with a focused range of educational opportunities.
- PB4L as a school focus
- The school will work collaboratively with the community to be focused and transparent around Pasifika achievement

**Students with Special Needs: Inclusiveness, practices, capability, partnerships**

Whilst the school is not specifically targeting students with special needs, there will undoubtedly be these students attending through the enrolment process.

The school very much has an ethos of building community within the school through its various activities. To start the school year with a 'life-skills' course is a major contributor to developing the Whanaungatanga of the school, sense of family and belonging.

All students are seen to have independent learning and social needs and these are to be met by clearly identifying needs through quantitative and qualitative assessments and close community collaboration.

A major focus on staff professional development will be on meeting the needs that are identified through the regular assessment regimes. Curriculum, courses and guidance structures will come out of this with a school wide focus on PB4L.

The school will have an openly inclusive policy and practice supported with in house mentors and youth workers.

## 5.3 Evidence of demand and sustained enrolment

| 5.3.1 | Building on the information provided within your EOI response, provide demographic or other information that demonstrates the need for a new school and/or new school places in your proposed location. |
|---|---|

Response:

According to https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028

In the school's wider catchment area there are approximately 3169 Maori and 113 Pasifika Boys in years 11 – 13 based on the 2015 numbers.

The total number of students in the catchment has been growing overall, albeit very slowly, over the past few years.

In order to reach a target of 90 students in years 11 – 13 the school would need to attract approximately 2% of the maori boys in the catchment area and approximately 12% of Pasifika students.

| | | |
|---|---|---|
| 76.5 | Maori students | 2% |
| 13.5 | Pasifika students | 12% |

Total number of boys in the catchment area in years 11 - 13

| | Year 11 | Year 12 | Year 13 | Totals |
|---|---|---|---|---|
| Taupo District | 213 | 162 | 120 | 495 |
| Western Bay of Plenty District | 150 | 152 | 109 | 411 |
| Tauranga City | 973 | 855 | 663 | 2,491 |
| Rotorua District | 559 | 427 | 374 | 1,360 |
| Whakatane District | 308 | 225 | 162 | 695 |
| Kawerau District | 37 | 33 | 21 | 91 |
| Opotiki District | 68 | 41 | 44 | 153 |
| Totals | 2,308 | 1,895 | 1,493 | 5,696 |

Yr 11 - 13 Maori Boys

| Maori Boys | Total Boys | Percent |
|---|---|---|
| 1,313 | 3,016 | 44% |
| 914 | 3,004 | 30% |
| 3,297 | 12,111 | 27% |
| 3,926 | 7,140 | 55% |
| 2,154 | 3,550 | 61% |
| 510 | 583 | 87% |
| 742 | 872 | 85% |
| | | 56% |

| | |
|---|---|
| Approximate Maori boys population in years 11,12,13 in the wider district | 3169 |

Year 11 - 13 Pasifika Boys

| | Year 11 | Year 12 | Year 13 | Totals | Pasifika Boys | Total Boys | Percent |
|---|---|---|---|---|---|---|---|
| Taupo District | 213 | 162 | 120 | 495 | 55 | 3,016 | 2% |
| Western Bay of Plenty District | 150 | 152 | 109 | 411 | 102 | 3,004 | 3% |
| Tauranga City | 973 | 855 | 663 | 2,491 | 306 | 12,111 | 3% |
| Rotorua District | 559 | 427 | 374 | 1,360 | 247 | 7,140 | 3% |
| Whakatane District | 308 | 225 | 162 | 695 | 24 | 3,550 | 1% |
| Kawerau District | 37 | 33 | 21 | 91 | 4 | 583 | 1% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Opotiki District | 68 | 41 | 44 | 153 | | 11 | 872 | 1% |
| Totals | 2,308 | 1,895 | 1,493 | 5,696 | | | | 2% |

| | |
|---|---|
| Approximate Pasifika boys population in years 11,12,13 in the wider district | 113 |

## Achievement Levels

Of Maori boy leavers in 2015 40% in the catchment left school without level 2 NCEA

| | MBL without NCEA | MBL with NCEA level 2 | Percent |
|---|---|---|---|
| Taupo District | 64 | 80 | 44% |
| Western Bay Of Plenty District | 30 | 56 | 35% |
| Tauranga City | 185 | 312 | 37% |
| Rotorua District | 156 | 396 | 28% |
| Whakatane District | 132 | 172 | 43% |
| Kawerau District | 39 | 49 | 44% |
| Opotiki District | 56 | 66 | 46% |
| | | | 40% |

Of Pasifika leavers

30% Left school in the catchment area without level 2 NCEA

| | PBL without NCEA | PBL with NCEA level 2 | Percent |
|---|---|---|---|
| Taupo District | 3 | 8 | 27% |
| Western Bay Of Plenty District | 5 | 12 | 29% |
| Tauranga City | 22 | 35 | 39% |
| Rotorua District | 19 | 64 | 23% |

| | | | |
|---|---|---|---|
| Whakatane District | 2 | 4 | 33% |
| Kawerau District | | | |
| Opotiki District | 2 | 2 | 50% |
| | | | 34% |

Response:

Both qualitative and quantitative analysis show a strong demand for a unique school of this nature.

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Support is very strong and comes from associated organisations: including – [redacted] NZ Police, Youthline and the like, along with our own survey data of Past young person participants of Life-skills courses indicate both a strong need for the school from communities and also a strong support for young people who, given the opportunity and right circumstances, would attend a school of this nature.

Survey Results of young people who have attended Blue Light life skills camps, leadership camps and associated experiential Blue Light activities:

Percentages:

92% of young people surveyed feel that the residential school is a good idea:

87% of young people surveyed would recommend the school to other young people

64% of young people would attend given the opportunity

This demonstrates that the vision of the school has wide support from key agencies working in the youth space, along with the support of young people who could potentially attend such a school.

5.3.2 Describe your proposed timeline for enrolling students for the 2018 school year.

Response:

Contract Signing – March 2017 – Key Milestones

- Appointment of Principal End March 2017. Principal, CEO and National Executive begin planning.
- End of March - begin required documentation for NZQA Accreditation
- March – June – Development of Mission, Vision, Charter, Policies. Development of financial plans and working budget.

- March – Beginning of property development – learning spaces and dinning hall.
- May - Iwi consultation
- May – Curriculum design begins – continues to be developed until curriculum specialist is engaged later in the year
- June – Advertising of school and public consultation meetings begin – Open days
- June - report back to National executive on progress towards meeting milestones
- June – pre enrolment / recruitment of students begins
- Late July / August – Building programme completed.
- August – enrolment of students begins
- August – Advertising for staff appointments
- September – appointment of curriculum specialist – finalise courses and standards offered. To be amended following student enrolment
- Development of reporting processes.
- September / October Staff appointed
- October / November staff professional development and course construction
- Nov – Student course selections, parent conferencing / overall goal settings
- Life-skills camp for all staff and students
- School opening 30 January 2018
- Student testing, parent meetings, individual course design and I.E.Ps. Staff
- February - Orientation

# 6 Educational Plan

## 6.1 Student achievement goals

| 6.1.1 | Restate the student achievement goals of your partnership school (this should link to question 5.2.2 above). |
|---|---|

A residential college for students who are most at risk of failing and are within N.Z.'s priority learner category (Maori and Pasifika). Bringing students into a setting with wide ranging opportunities for learning through adventure based activities and authentic learning activities many of which will be community based.

- Students will be fully engaged in their own futures and are empowered to make the most of their opportunities.
- 85% of students gaining level 2 NCEA.
- All students will leave Blue Light Senior Academy to go into further study or employment.
- All school leavers would have completed Gold Duke of Edinburgh awards.
- All Graduates will complete an adventurous journey with a recognised provider eg Outward Bound.

## 6.2 School Schedule

| 6.2.1 | Explain and provide evidence to support your proposed school calendar setting out:<br>a) the daily hours of operation;<br>b) indicative student timetables;<br>c) and how the school day and year will be organised to include instruction and assessment, sufficient time for students who need additional instruction, including one-on-one support, to 'catch up' to the standards required, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities. |
|---|---|

Response:

Term structure:

First week of term all students and staff attend a Blue Light Life Skills Camp run in conjunction with the N.Z. Defence Force Youth Development Unit.

40 week term following the state school term structure:

Week Structure:

Sunday Evening: Students and staff arrive at the school – after dinner

Students and staff live in the school until Thursday evening then return home for the weekend.

Daily Hours:

Note: This is a general timetable. Each student will have an individually designed timetable across the day depending on their learning plan. This may include longer sessions with businesses outside of the school.

6:30 – BLAST Training [Blue light Adolescent Skills and Training] – Physical Activity and mentoring – along with school staff

7:30 Shower then Breakfast with staff.

8:30 – 9:30 – Duties

9:30 – 12:30 – Classes – Including academic counselling and mentoring

| |
|---|
| 12:30 – 1:00 – Lunch<br>1:00 – 4:00 – Classes including offsite classes<br>4:00 – 5:30 – Sports, other programmes, Community Service, Duke of Ed<br>5:30 – 7:30 - Shower, Dinner and Duties<br>7:30 – 9:00 – Evening supervised independent study, teaching, assignment work and mentoring |

## 6.3 Qualifications or achievement standards offered

| 6.3.1 | Provide a full list of the qualifications and/or achievement standards that your school will offer. |
|---|---|
| Response:<br>Qualifications:<br><br>NCEA Level 1, NCEA Level 2, NCEA Level 3.<br>Standards towards National Certificates in Tourism, Technology, Catering dependent on the needs of the individual students. | |

## 6.4 Curriculum

| 6.4.1 | Describe the curriculum to be used.<br>If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please:<br>**a) explain and provide evidence to support why you have chosen an alternative curriculum; and**<br>**b) outline how your alternative curriculum aligns with The New Zealand Curriculum or Te Marautanga o Aotearoa.**<br>If you are using the New Zealand Curriculum or Te Marautanga o Aotearoa, please explain why this is the best choice for your students. |
|---|---|
| Response:<br><br>We will be using the N.Z. curriculum. | |

| 6.4.2 | Delivering the special character or distinctive concept<br><br>If the proposed curriculum includes a specific focus or method of delivery, provide detailed information on how this focus will be woven into the curriculum.<br><br>You should include specific, evidence-based reasons to support your response. |
|---|---|
| Response: | |

There are three key unique aspects woven into the fabric of this school in terms of student engagement and curriculum delivery that will give students the ability to succeed where previously they have not in other schools.

These aspects are designed specifically to change the young person's experience of school, so that rather than being a 5 hour a day one size fits all model, it is a holistic full life experience.

1. The residential component whereby students 'live in' during the school working week, giving wrap around support to the students throughout the week. Providing not only a secure, supportive, stable and consistent environment, but also one that is focused on empowering young people academically, socially and physically to be the best they can be.

   Clear individual aims, goals, achievement targets, life goals along with a collaboratively developed achievement plan in consultation with family.
2. Full staff involvement in the wider life of the school including full involvement in the life-skills course, delivering Duke of Edinburgh, BLAST and facilitating excellent positive relationships and role models between students and staff. Alongside professional mentoring from Blue Light youth mentors and youth workers.
3. Integration of activity based learning opportunities, both throughout the year and the school day.
4. An innovative approach to teaching, as today content is ubiquitous, we are working to develop students who are capable of being innovative, problem solvers and are creative, so that they try things, fail and learn from their failures then start again. Education that is more about skills than knowledge, built around intense projects that builds grit, determination and resourcefulness. Students who are most likely to succeed are resourceful, resilient, have a learning growth mindset and have stickability.

6.4.3 Curriculum development (if applicable)

If you plan to develop your own curriculum, explain how and in what timeframe this will be achieved.

Include details of the person or organisation who will be developing the curriculum and their skills and qualifications to do so.

Response:

We will be using the N.Z. Curriculum.

Authentic learning experiences particularly in technology where students will gain real life practical experience in their field of study.

We will integrate these learning experiences throughout the delivery of the NZC in way that motivates students and keeps their learning relevant.

The unique features of the curriculum will continue to be developed throughout 2017 but will be tailored for the students as they enrol.

| 6.4.4 Breadth of curriculum<br>If you are offering a senior secondary school, indicate the subject range at each year level. |
|---|
| Response:<br>The School will have a focus on students wishing to take Science and Technology based subjects:<br><br>Year 11<br>English<br>Maths<br>Physical Education and Health<br>Science<br>Technology<br>Maori<br>Blue Light Life-skills and Leadership camp based Unit Standards<br><br>Year 12<br>English<br>Mathematics<br>Science Subjects: Biology, Chemistry, Physics<br>Technology Subjects – Dependent on the student cohort.<br>Physical education and Health<br>Catering<br>Travel and Tourism<br>Maori – Correspondence<br>Blue Light Life-skills and Leadership camp based Unit Standards<br><br>Year 13<br>English<br>Mathematics<br>Science Subjects: Biology, Chemistry, Physics<br>Technology Subjects – Dependent on the student cohort<br>Catering<br>Travel and Tourism<br>Maori - Correspondence<br>Blue Light Life-skills and Leadership camp based Unit Standards |

| 6.4.5 | Delivery of curriculum<br>Please provide details of the plan to teach and deliver your curriculum across all your proposed year levels within the funding levels set out in your financial plan. |
|---|---|
| Response: | |

| 6.4.6 | If you are not offering all subjects as face to face delivery, which ones will be delivered on-line or via partnerships with other schools or tertiary institutions? Please provide details of what is proposed. |
|---|---|
| Response:<br>The school will have a focus on Maths, Science and Technology.<br>We will also offer subjects that have a regional relevancy e.g. Travel and Tourism and Catering.<br>Our courses will be taught face to face but have significant onsite practical experience components with local industries.<br>Maori will be offered through the correspondence school with local language support. | |

## 6.5 Assessment and achievement

| 6.5.1 | What is your overall approach to assessing student's progress in relation to your student achievement goals?<br>Note that where appropriate, sponsors will be required to use PAT and/or e-asTTle, together with the Te Waharoa Ararau and/or PaCT assessment instruments. Please specify any other tools that you plan to use. |
|---|---|
| Response:<br>The school will be based on data driven improvement. We will apply a research model<br>- Students will be assessed on entry using the usual measures, PATs, e-asTTle and a locally produced test.<br>Students will be given independent education plans based on their test results. Each student will then be regularly assessed in terms of Pre and post testing.<br>The school will use *productive methodology* which uses a hunch from an organisation's practice, and analysis of the data and strategies that are being questioned, and then an action plan to change the teaching and learning behaviour.<br>It relies on the student and parent agency, and a skill of critiquing practice. The methodology will borrow insights from *appreciative theory* that the most powerful force for change is a new idea. The construct recommends that a group of researchers collectively, passionately and persistently ask questions to solve challenges. This helps discover what *could be*, rather than fix what is.<br>The planning will involve the school exploring by investigating a hunch as to how learning could be improved in a chosen area. Through deep questioning and sophisticated analysis, the school will understand their challenge and create an action plan which will be critiqued by members of the school and community against the schools goals. | |

Once critique is integrated in to the plan the actions will be led by in-school leaders in each school, each with a specific area of focus. Results from formative assessment, which will be qualitative and quantitative will redirect and change as new learning emanates from the process. It is expected that new innovative ways of probing into what is happening in the learning journey becomes developed by staff throughout the school.

| 6.5.2 | Outline how you will enable individual students to 'catch up' academically if they are well behind expected standards for their age group when they enrol. |
|---|---|

Response:

Given the cohort of students we are looking to attract, it will be the norm that many of these students will be behind expected standards and achievement for their age group.

Because the students are residential, and the teaching day will be flexible and designed to keep the students engaged in activities for a significant part of the day, the learning day will not be a standard 8:30 till 3:30, rather it will be spread across the full day with periods of supervised and supported study throughout, including evening classes. Thereby offering significant opportunities for supported accelerating learning so that students can have multiple opportunities to catch up.

## 6.6 Student behaviour management and safety

| 6.6.1 | Outline the school's philosophy and methodology regarding student behaviour management and participation in school activities. |
|---|---|

Blue Light is offering a unique and innovative approach to secondary schooling looking to focus on those male students most at risk of failure.

We are looking to build self-confidence, self-esteem, a sense of pride and achievement in young people who for many reasons, not least of which being their home environments do not see achievement and success as something that pertains to them.

We will provide a highly supportive, structured, nurturing environment on a residential basis that provides; a sound academic programme, education based on activity based learning, many opportunities for leadership, challenge and giving back to the community through community service in a structured Duke of Edinburgh framework.

Our unique background in providing these opportunities currently in a different form, along with comprehensive mentoring developed through our Prosper Programme working with young offenders in residence. Teachers will 'walk side by side with their students through these challenges.

| 6.6.2 | Provide a description of your pastoral care process. |
|---|---|

Response:

The foundation of the pastoral care process is Whanaungatanga – positive relationships. In order to foster this, students will be given a structure that fosters the development of positive relationships with staff in an ongoing way, through a system of Tutor Teachers. Overarching this will be year level academic tutors, who will be responsible for the year level achievement targets. – Kotahitanga

Each student will be allocated to a Teacher who will act as their academic and pastoral counsellor. In the normal course of events the student will stay with the same teacher for the three years whilst they remain at the school. This will ensure that the student develops a strong positive relationship with a significant adult within the school.

The process of allocating tutor teachers will be part student selection (70%) and part school allocation to meet the individual needs of the student (30%)

If there is a relationship issue, then by mutual agreement, the student can change tutor teachers.

They will meet with their counsellor on an individual basis at the start of each week, and once during the week on a formal basis.

On average a teacher will be allocated between 5 and 8 students. Every staff member will be involved in the counselling of students.

This counselling time will involve:

- Monitoring the student's progress towards academic goals
- Organising academic support – extension work/remedial support
- Pastoral care of the student
- Weekly contact with the family – they will be the primary point of contact for the parents.
- Checking progress against goals for all programmes – for example Duke of Edinburgh community service requirements, driver licensing etc.

| 6.6.3 | Set out your strategy, and approach to the school's provision of a safe, orderly, and drug-free environment. |
|---|---|

Response:

All of the many Blue Light activities are drug and alcohol free.

As students are residential there is much greater control over student's access to elicit substances. The camp is in a relatively isolated area, and the Blue Light staff have excellent relationships with the local and wider community. Students will not have access to alcohol and drugs whilst residing at the camp.

On arrival at the camp students will have their bags searched and rooms checked for elicit substances.

The school has a behaviour management policy of:

- Clear rules and expectations mutually developed along with students and their families along the practices associated with Positive Behaviour for learning. Therefore, initiating strong buy in from all sectors of the school.
- Due to the nature of the daily schedule students will be fully active and engaged throughout the day minimising the opportunities for unacceptable behaviour.
- Students will have excellent access to Blue Light experienced youth mentors.
- Bullying will not be tolerated, but it will be a high profile part of the school
- All staff will be living at the camp on site with the students reducing the opportunities for students to engage in unwanted behaviour. Life within the school will provide a stable and caring environment for students as there are clear expectations of behaviour that are simple consistent and fair, and modelled by the staff.

| 6.6.4 | Set out your strategy, and approach to suspension, expulsion and other disciplinary matters. |
|---|---|

Response:

Given that the school's ethos is based around Building self-worth (Manaakitanga) and belonging (Ukaipotanga) our pastoral care system and behaviour management will be managed through a restorative practice model and giving service back to the school to restore relationships when they break down.

The school will have clear guidelines and consequences developed through the PB4L and as a result of restorative practice and group conferences. We will maintain high standards of behaviour and deportment, respect for ourselves and each other at all times.

Many of these practices will be developed and set through the initial-life skills camp, and maintained through the BLAST programme throughout the year.

We would envisage given the structure of the school that suspension and expulsion would be only used as a last resort and whilst every case must be judged on its merits, removal of a student from the school would be a rare occurrence as has been demonstrated in schools run by the current management team.

Maintaining a safe environment for all school members is a priority and given the level of support available for students

## 6.7 Transitional arrangements for students leaving this school

| 6.7.1 | If students at your school will need to transition to another school to complete their years in the compulsory system, explain how any challenges involved in this transition will be managed or facilitated. |
|---|---|

Response:

Students at Blue Light Senior Academy will be following the National Curriculum and will be assessed against the qualifications framework.

Although they will be offered a more limited selection of subjects, i.e. focusing on the science / technology strands they will be learning across conventional subjects that will largely be offered in the compulsory system.

Records of learning will be provided and as is the case currently, would be provided to the student's new school.

There will be a seamless integration with schools in the state system.

Where external providers are providing standards assessment and accreditation through and MOU with Blue Light, that MOU can and will be extended to the student's new school as is currently the case with students gaining credits through the various Blue Light programmes.

# 7 School Leadership and Teacher Quality

## 7.1 Organisational structure

| 7.1.1 | Provide the organisational chart of the proposed school.<br><br>Clearly delineate between personnel of the school, subcontractors, supplier and volunteers across:<br>**a) Governance**<br>**b) Management**<br>**c) Administration, and**<br>**d) Subcontract arrangements (if applicable).** |
|---|---|
| Response:<br>Governance:<br><br>Under the governance of the Blue Light National Executive through the CEO.<br>Principal<br>Financial Management – Principal / CEO – reporting to the National Executive.<br>Management:<br>Senior teaching staff<br><br>Administration:<br>Blue Light Administration staff and local school admin staff. | |

## 7.2 Governance and management

| 7.2.1 | Provide an overview of the governance and management arrangements for the proposed School. |
|---|---|
| Response:<br><br>Blue Light Executive – 8 Member Board Plus Board Chairman<br>Advisory Board<br>Youth Advisory Board – made up of young people from the school.<br>CEO Blue Light<br>Blue Light Management Team<br>Principal<br>Senior Staff<br>School Manager<br>Teaching and Support Staff<br>Elected Board of 8 members from the 74 branches including 6 senior sworn police officers of which one must be the Chair who leads the governance of Blue Light nationally down to the | |

CEO and the other national and local employees. Secondment of project and / or business people as required to ensure growth and required skill sets for the organisation are met at a strategic level.

Current Strategic Plan, Annual Plan, Development Plan, Policies and Level 2 MSD Accreditation waiting approval.

Vision – Every young person reaching their full potential in Aotearoa!

Mission – Empowering young people nationwide to be better New Zealanders through quality experiences.

Aims:

- To deliver quality experiences for young people in order for them to develop their potential.
- To Partner with communities.
- To Deliver social services in the community on behalf of the government.
- To enhance community safety.
- To build positive relationships between the police, young people, their whanau and their community.
- To Reduce youth crime through prevention.
- To Support and grow NZ Blue Light Branches throughout the country.

| 7.2.2 | What is the role of the Sponsor in the ongoing operation of the school? What will be the relationship split between the Sponsor and the governance board? |
|---|---|

Response:

Blue Light Ventures Inc. as the Sponsoring organisation of the School will maintain a Board governance structure over the school, utilising the current National Executive.

They will seek and receive advice and support from the Advisory Board, which can be made up of co-opted members who can provide more specialist advice, educational, managerial and financial.

The CEO of Blue Light whilst not an executive member reports directly to the Board as will the Principal.

The National Executive will delegate Authority over the school to the CEO who will work directly with the Principal.

## 7.3 Recruitment and retention of resources

| 7.3.1 | Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff. |
|---|---|

This school offers a unique and totally new educational experience for educators. It offers the opportunity to make a difference to priority learners that does not exist elsewhere.

We will offer the opportunity to teach in an environment that will truly be life changing for many of our most vulnerable learners.

With a totally flexible teaching environment that focuses on the whole person, through adventure based live in experiential learning educators will bring to the fore their full set of skills to engage learners in a flexible working environment.

Paramount in the selection of staff will be their passion for the type of students that we will be working with and the fact that the school Is very much aligned to the ethos and operation of Blue Light activities and programmes. A desire to be a part of the greater Blue Light organisation is important in the selection of teachers.

A willingness to work in an environment that fully engages young people in Academic success, Sport, service to the community, adventure based learning and a range of integrated learning opportunities that make this school unique will be a key factor in the application requirements. We believe that many staff will want to be a part of a school that offers a unique opportunity to make a significant difference to the success of these young people in priority groups.

Foremost we will select staff who want to work with these young people, are energetic, enthusiastic and have buy in to the unique school lifestyle.

Ideally staff who have had successful working careers with young people, but also new, or young staff who are open to new and innovative learning experiences will be sought.

| 7.3.2 | If known, 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. |
|---|---|

Response:

Rod Bell, ONZM – past Board Chair in a new model Junior High School – Albany Junior High School, the first school of its model in N.Z. Became involved in the school early in the school's establishment as a Board of Trustees Member and later as its Chair for 5 years.

Mike Jackson – Foundation Principal of Albany Junior High school – part of the design and establishment team, and subsequently appointed by the Establishment Board.

Joe Graham - Cultural Advisor and Iwi Liaison – Te Wananga O Aotearoa

[redacted] s 9(2)(a) OIA

| 7.3.3 | Describe your approach to attracting, recruiting and retaining staff. If the school you are proposing is to be located in a remote area, explain how you will address the particular challenge this presents in terms of attracting high quality teachers. |
|---|---|

Response

Blue Light Senior Academy will be located at Wairakei Village, Taupo. It is 10 minutes from Taupo, 35 minutes from Rotorua and an hour and 50 minutes from Tauranga.

Staff will be expected to live on site with the young people.

The school week will run from Sunday evening until Thursday evening, releasing staff from between these times.

| 7.3.4 | If you are proposing to use teachers who do not hold a Practising Certificate, explain your rationale for this, 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. |
|---|---|

Response:

It is envisaged that Teachers not holding Practising certificates will be monitored, and mentored closely at all times by experienced teachers with certificates.

There will be robust appraisal systems in place and regular reviews and student achievement monitoring.

## 7.4 Professional development

| 7.4.1 | Detail your proposed professional development plans for teachers at the school (including any sub-contractors or volunteers who will be supporting the students' learning). |
|---|---|

Response:

Teacher professional development will follow a three-pronged approach with focus

1. On-going critical self-reflection and mentoring from senior staff, facilitated by a live electronic reflection and development tool – My Portfolio

2. Long term development goals and research based improvement programme

3. Formal targeted teacher training courses aligned to:

- Improving teacher performance and thereby student achievement
- Improving understanding of the curriculum and how to enhance student engagement and self-directed learning

4. In house full staff development – Positive Behaviour for Learning

| 7.4.2 | What support and mentoring is proposed for any staff who do not hold a Practising Certificate or Limited Authority to Teach (if applicable) |
|---|---|

Response:

Each staff member will be teamed with a fully registered teacher of at least 5 years experience to assist with:

- Lesson structure and preparation
- Classroom management
- Assessment
- Understanding of NCEA
- Professional conduct

| 7.4.3 Outline your approach to teacher assessment and appraisal and how it will contribute to a culture of continuous development within the school. |
|---|

Response:

The school will be based on a philosophy of critical self-reflection and continuous improvement. This will be led through a comprehensive staff development and reflection programme that forms the basis of an inquiry approach to teaching and student improvement.

Teacher assessment and appraisal will be carried out on an ongoing basis with all teachers being involved in a programme of continuous open reflection and critical self-review.

Teacher development will take place using an online assessment tool – My Portfolio through which they will reflect on their progress and report student achievement goals, and own goals.

Their direct supervisor will monitor their progress and professional reflections through informal ongoing overview of the portfolio of evidence and reflection and meet weekly with their staff member

Staff will need to demonstrate:

- Sound assessment practices in-line with the school philosophy to determine individual student needs based on qualitative and quantitative data.
- Set clear achievement goals for their students based on individual needs following testing
- Monitor student progress towards their goals.
- Have in place strategies for improvement and acceleration.
- A cycle of review, improvement and implementation
- The setting of personal learning goals both short term and deep objectives based on improving student learning outcomes.

Teachers will work collaboratively to meet targets and work out how subjects integrate with each other to provide real life learning opportunities.

When students see that connections are recognisable they are more likely to be engaged, rather than learning in silos with little relevance to their own experience.

All teachers, will have action plans based on their interactions with the students and their families to enable the focus on these learners as a priority. They will identify and plan to raise achievement for their lowest learners and meet with the school leaders to critique their practice.

# 8 Community Outreach and Engagement

**8.1 How will you develop community support and engagement with your proposed school? How will you utilise the partnerships to create new opportunities for students.**

Response:

The school will use a productive methodology which uses a hypothesis from an organisation's practice, and analysis of the data and strategies that are being questioned, and then an action plan to change the teaching and learning behaviour. It relies on student and parent agency, and a skill of critiquing practice. The methodology will borrow insights from appreciative theory that the most powerful force for change is a new idea. The construct recommends that a group of teachers and parents collectively, passionately and persistently ask questions to solve challenges. This helps discover what could be, rather than fix what is. It involves:

a. Reconnaissance of our teaching pedagogy for individual students;
b. Meeting with students to gauge views and dispositions towards learning;
c. Meeting with teachers to understand how learning is best facilitated for our priority learners;
d. Meeting with parents about their child's learning, establishing their perspectives and roles of their child's learning challenges;
e. Identify 'good practice' for the teaching with staff, and in-school leaders to share this information with the community;
f. Meet as a community to agree upon the best possible practice for teaching;
g. Document this expectation for the community;
h. Leaders in the school to form an 'action plan' for the implementation of new strategies for teaching our priority learners (and beyond);
i. In-school leaders to critique each other's action plans
j. Principals and in-school leaders to use the critique to revise the actions plans;
k. A 'full school' observation programme to be established with cross school staff to co-ordinate providing exemplar 'models' for exemplary teaching practice.

**Key opportunities:**

- Partnerships with major employers – including Recreational Services (over ??? employees) mean that students will have ready access to employment opportunities on completion of their studies as well as robust pre-employment work experience and training.
- Partnerships with local businesses will mean that students have access to real life experiences whilst carrying out their studies, meaning that their learning opportunities will be authentic and relevant; e.g. technology practicums through businesses e.g. Motor Mechanics, Catering, Tourism.
- The Blue Light experiences underpinning the student's experience at the school, makes for a new innovative school, capturing the young person's energy, enthusiasm, and desire to learn and succeed.

| **8.2** | **What partnerships have you established or intend to establish to support the school and its students and school community/whānau? How will you utilise the partnerships to create new opportunities for students?**<br><br>**(Note section 10 contains a question specific to tangible and financial support for the school)** |
|---|---|

Response:

1. N.Z. Defence Force – in conjunction with Blue Light as currently operating the Lifeskills and Leadership Courses.
2. N.Z. Police – In conjunction with Blue Light operating the Police Cadets.
3. Youthline – Offering counselling and support services.
4. Recreational Services – Work experience / Employment opportunities along with local businesses.
5. Te Wananga O Aotearoa – Cultural support.
6. Duke of Edinburgh N.Z. – provision of the DOE programme.
7. Outward Bound – provision of courses for students.
8. Youthtown.

| **8.3** | **Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.**<br><br>(Note: include how you intend to monitor the effectiveness of methods and structures that are being proposed). |
|---|---|

Response:

Students

- Will be regularly surveyed throughout each year on the following broad topics:

  Curriculum

- They will make up a young persons' advisory Board which have direct links to the National Executive and can advise the Board on all matters educational.

Parents / Family / Whanau

- Will be surveyed formally twice yearly on the following broad topics:

- There will be bi-monthly parent forums held at the school whereby all parents are invited into the school to discuss the schools progress with the Principal and CEO of Blue Light.

- There will be an elected parent member on the National Executive

| 8.4 | **Explain the relationship your school intends to develop with community agencies and organisations that serve students who attend the school.**<br><br>(Response should include ways in which these will be delivered and how these will be monitored for effectiveness). |
|---|---|

Response:

N.Z. Defence Force – in conjunction with Blue Light as currently operating the Lifeskills and Leadership Courses.

N.Z. Police – In conjunction with Blue Light operating the Police Cadets.

Youthline – Offering counselling and support services.

Recreational Services – Brett Turner – Work experience / Employment opportunities along with local businesses.

Te Wananga O Aotearoa – Cultural support.

Duke of Edinburgh N.Z. – provision of the DOE programme.

Outward Bound – provision of courses for students.

Youthtown.

| 8.5 | **How will you target and engage with parents/family/whānau who may not be engaged in their child's learning, to assist them in supporting and becoming more involved in the learning process? Describe the specific strategies you propose and evidence that these will be successful.** |
|---|---|

Response:

Engaging Whanau in a positive way and encouraging participation in the success of the young person is a key philosophy for the school, whilst at the same time providing and encompassing environment of success.

Our strategy to ensure that parents will be fully engaged in the process of developing confidence and the success of their young people:

- The year starts for parents with the Life Skills Graduation
- Parent / Student / Teacher conferencing at start of the year to set academic and wider goals for the year.
- Regular term conferencing with parent
- Home visits where necessary from Blue Light Youth Mentors and
- Tutor teachers with responsibility to contact each parent on a weekly basis and small numbers of students. Tutor teachers will be an important facet in the individual setting and monitoring of student plans and progress.
- A series off opportunities to celebrate student successes involving parents

Social media will be a primary source of information and contact through: Facebook, Youtube, Instagram, email, Skype etc.

There will be a focus on 'Making Work Public' – involving students publicly presenting their work, particularly around project based learning, during the year to community achievement evenings. This is a model based on what happens in the real world, presenting work etc to those who are important. The public exhibition and explanation of work will lift the importance, relevance and authenticity of the work. It is transformative for students knowing that people are coming to look at and critique their efforts and fosters deep learning. What they learn about themselves in such a process is follow through, tenacity and understanding what it takes to

complete work and experience success. It is student driven and fosters excellent collaboration and communication with family. Ken Robinson

We are not teaching young people to sit back and receive knowledge passively and report it back to the teacher, and the one that does it most accurately gets the highest grade. We are training students to think in an authentic and entrepreneurial way with Discovery:
Fostering students who have:

- **Critical and problem solving skills**
- **Are creative**
- **The ability to communicate**
- **Are curious**
- **Collaborative skills**
- **Are good at giving and receiving**
- **Are empathetic and self-aware**

We are teaching how to learn and not how to memorise

Presented where possible and appropriate to experts in the field.

# 9 Premises

**9.1 Outline your proposed facilities.**

Include information on:

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) **your 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.**

Response:

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

Currently Blue Light owns [redacted] a 79 Bed Lodge in Wairakei Village consisting of:

- Two accommodation blocks, one of 54 beds and one of 25 beds.

- A main 'Education / Meeting' room

- Fully compliant commercial Kitchen

- 20 Storage sheds including commercial washing machines and driers

- Dining hall

- One bedroom Cottage

- Managers 4 bedroom house

- Large open spaces and proximity to parks, Swimming pools, Wairakei primary school, and numerous adventure based activity providers and sports clubs.

- 10 Minutes from Taupo by van for students to work in situ at various industries and businesses.

This site would be eminently suitable for a moderately sized residential educational facility.

There are plans and funding to renovate and upgrade the Education Centre, toilet blocks and the main Dining hall.

We have a positive relationship with Wairakei Primary school and currently share facilities with our camp. A more formal arrangement would be mutually beneficial to both schools and maximise the use of the buildings.

The facilities would be sufficient certainly to cater for the first two years for 60 students and would require minimal development to take the school to 90 – current capacity.

It is our intention that students studying technology based subjects, for example automotive, would gain much of their experience working in partner businesses in the surrounding areas, i.e Taupo. The school would manage the academic achievement to ensure standards and the requirements of NZQA are met.

Beyond the first three years, if demand outstrips places then there would be the possibility to investigate other sites locally.

**9.2 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.**

Response:

Currently the Blue Light Lodge is operating as a commercial camp and accommodation provider and has for the past 2 years.

It has an onsite manager, and will continue to have through the operation of the school. It has a current Building Warrant of fitness, meets all standards and regulations and is maintained to a good level and has done so for the past three years. Blue Light has a significant history of having high standards around health and safety and meeting compliance requirements throughout our many activities.

Both the CEO and possible future Principal have had significant experience in managing and operating schools at both the Board level – as Board Chair and at Principal level – 10 years Albany Junior High.

Blue Light has demonstrated excellent financial management in purchasing the lodge and [redacted] within a two year time scale.

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

# 10 Implementation Plan

## 10.1 Strategic partnerships including alternative sources for funding and resources

10.1.1 Non Government Investment
To successfully deliver the school vision and mission and the desired level of educational achievement, you may need to source funding and resources from outside of the public sector. Outline your approach to attracting either private sector investment or resources and/or philanthropic or community-based funding.

Response:

Blue Light NZ has a long, experienced and successful history of obtaining funding to support our youth development projects and programs from a wide range of funders nationwide. The ethos of this school outlined in its vision and mission statement links very well with youth development outcomes many of the major Charitable Trusts and philanthropic families and businesses are wanting (and outlined in their funding charters). They want to support young people to achieve especially those with less ability to source or activate opportunities like that which our school will provide. Items such as sports equipment, computers, club memberships and so forth will be sourced from community based funders. Long-term and based on the success of the school corporate sponsors will be sourced to add value to the schools resourcing.

10.1.2 Building on information provided in your EOI response, outline details of partnerships and organisations providing tangible support, including additional sources of funding or resourcing.

Please provide detailed information on each type of support you will be seeking.

a) **Clearly state for each partner or organisation whether you have already requested or secured the support from each of these organisations in establishing or operating the proposed partnership school.**

b) **Provide 1-2 bullet points of information for each potential partner.**

c) **Include tangible evidence of support such as letters of support or MOUs from the partners/organisations.**

Response:

- [redacted]

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

- Youthline – Support secured

  Offering counselling and support services.

- Recreational Services – Support Secured

Work experience / Employment opportunities along with local businesses.

- Te Wananga O Aotearoa – Support Secured

Cultural support – support with additional courses where applicable.

s 9(2)(b)(ii) OIA - [redacted]

Provision of the DOE programme.

- Outward Bound – provision of courses for students – Support Secured
- Youthtown – Support secured

## 10.2 Detailed implementation plans

10.2.1 Provide two detailed implementation plans covering:

**a) the period from gaining approval to the opening of the school, and**

**b) the period from the opening of the school to the end of the first year.**

**[May be provided as attachments as Appendix 1 and Appendix 2]**

Response:

Period from gaining approval:

Contract Signing – March 2017 – Key Milestones

- Appointment of Principal End March 2017. Principal, CEO and National Executive begin planning.
- End of March - begin required documentation for NZQA Accreditation
- March – June – Development of Mission, Vision, Charter, Policies. Development of financial plans and working budget.
- April – Upgrade and fit out of teaching spaces, Dining Hall begins -
- May – Curriculum design
- June - furniture, fittings and computer equipment purchased.
- June - selection and development of teaching resources and partnership links begins.
- June – Advertising of school and public consultation meetings begin – Open days
- June - recruitment of students begins
- July - uniform design and purchase
- September – appointment of curriculum specialist – finalise courses and standards offered. To be amended following student enrolment

- Development of reporting processes.
- October / November - advertise for teaching staff
- Nov – Student course selections, parent conferencing / overall goal settings
- Dec - Meet teaching Staff in December – Beginning of Staff professional development
- Life-skills camp for all staff and students
- School opening 30 January 2018
- Student testing, parent meetings, individual course design and I.E.Ps. Staff

Opening until end of the first year:

- Feb – refinement of individual achievement targets and plans in conjunction with parents
- April – Formal student presentations of achievement to parents and teachers
- June – Open Evenings and begin to enrol second tranche of students
- August - Formal student presentations of achievement to parents and teachers
- Sep – Begin recruitment of new teachers
- Nov – Student course selections, parent conferencing / overall goal settings
- Nov – Celebration of success
- Dec - meet teaching Staff December 2017 – Beginning of Staff professional development
- Life-skills camp for all staff and students
- School opening 30 January 2018
- Student testing, parent meetings, individual course design and I.E.Ps. Staff

### 10.3 Financial models and forecasts

| | |
|---|---|
| 10.3.1 | 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<br>**a) Financial forecast (budget), cash flow and balance sheet**<br>**b) Student roll**<br>**c) Staffing levels** |
| Response: [Applicant to confirm completion of the enclosed workbook] | |

# 11 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 their 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.

# 12 Assumptions, Risks and Caveats

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

| Reference | Type<br><br>(A / R / C) | Subject | Comment |
|---|---|---|---|
| 7.3 | R | Teacher recruitment | We will be looking for teachers that will buy in to the special nature of the school. They will be required to live in on site for 4 days a week and want to be an active part of the Blue Light ethos. We believe that in surveying and talking to perspective staff that this will not be an issue, but it remains a risk.<br><br>In the initial year in particular we will be looking to appoint teachers both full and part time and those that can teach across a broad range of subjects. |
| 6.1 | C | Student Achievement Goals | Whilst we have clear goals in terms of NCEA achievement rates, Actual course detail in terms of the standards each student will undertake will be determined at the time of enrolment and goal setting. We note that our ability to offer the exact standards will be dependent on the range of students and standards sought within the framework of the school. |
| | | | |

# 13 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: | The Applicant has prepared this application independently to operate a partnership school.<br><br>OR jointly with [insert name of Applicant#2]<br><br>OR in consortium with [insert names of each consortium Applicants] | agree |
| RFA terms: | The Applicant has read and fully understands this RFA, and the RFA terms in part two of the Requirements and Rules of this RFA, and agrees to be bound by the-m. | agree |
| Collection of further information: | The Applicant authorises the evaluators:<br><br>• to collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client, and<br><br>• to use such information in the evaluation of the Applicant's application. | agree |
| Objectives and Requirements: | The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.<br><br>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a partnership school and will be available to operate their partnership school throughout the proposed contract period. | agree |
| Contract terms and conditions: | The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in the table at section 11 of this response form. If successful, | agree |

| | | |
|---|---|---|
| | 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 school. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person. | agree |
| Ethics: | The Applicant warrants that in submitting this application it has not:<br>• entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor<br>• 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).<br>• attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. | agree |
| Offer validity period: | The Applicant confirms that this application remains open for acceptance for a period of one year from the closing date. | 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: | The Applicant declares that in preparing this Application it:<br>• has provided complete and accurate information in all parts of the application, in all material respects<br>• has secured all appropriate authorisations to submit this application and is not aware | agree |

| | | |
|---|---|---|
| | of any impediments to its ability to enter into a formal contract to deliver the outcomes.<br><br>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. | |

**DECLARATION**

- 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.
- This representative declares that the particulars provided above and in the attached application documents are accurate, true and correct.

| | |
|---|---|
| Signature: | |
| Full name: | Rodney Arthur Bell |
| Title / position: | CEO |
| Date: | 5/11/2016 |