Education Report: Partnership Schools Kura Hourua Sponsor Support

Recommendations

We recommend that you:

a. **note** that Cabinet has approved funding to an independent entity to support Partnership Schools [CAB MIN (15) 26/4A refers];

b. **note** that the Under Secretary has been provided with advice to accept an application for funding from a body corporate established for the purpose of supporting Partnership School sponsors, due to the specialised nature of the services to be provided (METIS 984709 refers);

c. **agree** to recognise E Tipu E Rea Trustee Ltd as an educational body under section 320 of the Education Act 1989 (the Act);

AGREE / DISAGREE

agreed

d. **agree** to provide a conditional grant under section 321 of the Act to E Tipu E Rea Trustee Ltd to establish itself to provide services of support to sponsors of Partnerships schools on the condition that it provides a timeline and milestones for Year 1.

AGREE / DISAGREE

e. **note** that the Ministry will negotiate the specific details of the grant agreement, has the delegations to sign that agreement, but will provide further advice if any matters raised during negotiation require further consideration.

Lisa Rodgers
Deputy Secretary
Early Learning and Student Achievement

NOTED / APPROVED

Hekia Parata
Minister of Education
12/5/16

David Seymour
Under-Secretary to the
Minister of Education

__/__/__
Education Report: Partnership Schools Kura Hourua Sponsor Support

Purpose of report

1. The purpose of this report is to seek your agreement to provision of a grant to ensure sponsors get the support they need to establish high quality Partnership Schools Kura Hourua (Partnership Schools).

Background

2. The need for support for sponsors of Partnership Schools before they engage in the selection process and as they establish was identified in 2013 [SOC Min (13) 24/4 refers]. Further advice was provided to you on 9 December 2014 (METIS 900095 refers) about establishing an entity to support Partnership Schools.

3. You and the Minister of Finance agreed in April 2015 to an operating contingency as a one-off grant in 2015/16 towards an independent entity to support Partnership Schools (METIS 924404 refers). The entity will help ensure that sponsors get the support they need to establish high-quality schools, especially in the set-up phase, as well as provide advice and support to established schools and advocate on their behalf. The Government could contract with the entity for services in the same way as it does with other sector organisations.

4. In August 2015 Cabinet approved funding of $500,000 through Budget 2015, to be provided over two financial years (2015/16 and 2016/17) [CAB MIN (15) 26/4A refers].

5. The Briefing Note: Partnership Schools Kura Hourua Support Entity, dated 26 February 2016, set out the approach to provision of a grant to provide support services to the existing and potential sponsors of Partnership Schools (METIS 984709).

Invitation for a proposal for a grant to support Partnership Schools

6. An organisation established to provide support to Partnership Schools was invited on 1 April 2016 (Appendix 1) to submit a proposal for a funding grant to enable it to provide support to potential and existing Partnership Schools.

7. The invitation sought a proposal to provide the following wrap-around services:
   a. **develop the pipeline of sponsors:** engage with interested parties to promote the model and develop a diverse pool of potential sponsors
   b. **support applicants:** work with prospective sponsors to ensure that they put forward strong, realistic applications in any selection round
   c. **provide ongoing support:** support sponsors in the setting up and ongoing operation of their schools
   d. **broker support:** act as a broker between potential and actual sponsors, and philanthropic or business organisations that might wish to support Partnership Schools
e. develop a pipeline of high-quality teachers and leaders to work in Partnership Schools. This might include providing professional development and matching suitable candidates with Partnership Schools.

8. The invitation letter set out the conditions of the proposed grant, and requested among other things, a business plan for the service delivery, and the approach to ensuring the provider will be financially sustainable after the period of the establishment grant.

The proposed provider – E Tipu E Rea


10. The Minister of Education must first recognise an organisation as an educational body¹ before providing a grant under s321 of the Education Act 1989. The following assessment was made to ensure E Tipu E Rea could be recognised as an educational body.

11. The proposal from E Tipu E Rea shows it has been established to support existing, new and prospective Partnership Schools in New Zealand.

12. E Tipu E Rea aims to support the government priority to raise educational outcomes for all learners, particularly Māori, Pasifika, children from lower socio-economic backgrounds and learners with special needs through supporting:

   a. an increased number of high quality applicants to set up Partnership Schools;
   b. all new Partnership Schools to set up in a way that maximises their ability to succeed;
   c. existing Partnership Schools to continuously develop and perform at a high level;
   d. high performing Partnership Schools to scale or replicate their practice through new schools or by stimulating others; and
   e. public awareness and understanding of the role and work of Partnership Schools in New Zealand.

13. The organisation comprises three parts:
   a. E Tipu E Rea Trustee Ltd – a corporate trustee that receives grants on behalf of the trust, and governs the operational delivery of support;
   b. E Tipu E Rea Trust – a charitable trust established for the purpose of supporting Partnership Schools; and
   c. E Tipu E Rea Ltd – a company to conduct the operational support of Partnership Schools.

¹ Under section 320 of the Education Act 1986 an educational body, or body, means a body corporate that is recognised by the Minister as a body that provides any educational or developmental service or facility.
14. A search of the Charities Register confirms both E Tipu E Rea Trust and E Tipu E Rea Ltd are registered charities. Two other Trusts with similar names were deregistered in 2008 and 2012. A search of the companies register show E Tipu E Rea Ltd and E Tipu E Rea Trustee Ltd were incorporated in December 2015. No other companies were found with a similar title.

15. We sought clarification from the Chair of E Tipu E Rea, Rob McLeod, on the purpose of the organisational structure, how it would operate, and where accountability for the use of the grant would sit. We can advise that:

a. Use of a corporate trustee is designed to attract highly qualified directors;
b. A corporate trustee also limits the personal liability of directors;
c. A corporate entity can continue in place as directors retire and change;
d. The Trust is accountable through the Trustee to a grantor for any grant; and

e. The Trustee has full control of the activities of the operational company.

16. A similar organisational structure was established for Te Ohu Kai Moana in the Maori Fisheries Act 2004.

17. We also sought independent advice from Deloitte on the organisational structure to provide further assurance. Deloitte advised that having a corporate trustee and a separate operating company is not uncommon for trusts. Deloitte suggested we consider seeking the corporate trustee and the operating company have an agreement that the operating company provide sufficient and relevant information to the corporate trustee on its operations to enable the corporate trustee to meet the reporting requirements to the Ministry. While both will have the same purpose and directors, we will seek this in the funding agreement as an additional level of assurance.

18. The information provided in E Tipu E Rea’s proposal (Appendix 2), the granting of charitable status by Charities Services (Department of Internal Affairs), and advice from the Ministry’s legal team make it clear that E Tipu E Rea will be providing an educational or developmental service or facility, focused on Partnership Schools. We recommended that you recognise E Tipu E Rea as educational body.

Evaluation of the proposal

19. The proposal was evaluated by a Ministry of Education panel against set criteria (Appendix 3). The E Tipu E Rea proposal provided the information requested, and all components of the proposal scored at an acceptable rating or higher.

20. The evaluation of the proposal identified the following risks:
   a. costs might be understated in the proposed budget;
   b. the entity might not achieve the planned level of philanthropic funding, which would impact on the level of financial contingency;
   c. a potential conflict of interest with one of the proposed directors, and
   d. a CEO for the delivery part of the organisation is not yet appointed.

21. The panel concluded these risks would be mitigated by the high calibre of the Board members, including their skills, abilities and experience, as well the networks they might have.
22. Due diligence including ensuring E Tipu E Rea meets the body corporate requirement and is acceptable as a legal entity to be a provider has been completed. The panel recommend the proposal progress to negotiation of a funding agreement.

23. In addition further assurance will be sought from E Tipu E Rea that they have put in place a policy and procedure for managing conflict of interests.

**Nature and conditions of the Grant**

24. The grant is intended to enable the establishment of services to support existing and existing sponsors of Partnership Schools. The grant will be provided by way of a Funding Agreement, and a draft is attached in Appendix 4.

25. We are proposing the grant be paid in three instalments to reflect the significant amount of work proposed in the proposal. We considered two payments but believe that could create financial risk to E Tipu E Rea if they deliver most but not all of the services, putting a final payment at risk. The number and timing of payments against specific milestones will be confirmed in negotiation with E Tipu E Rea.

26. The Funding Agreement will be negotiated with the following features:
   a. As a precondition to entering into a funding agreement E Tipu E Rea must have provided evidence of being a legal entity and it must be recognised by you as an educational body. This condition has been met.
   b. The trustee will have an agreement with the operating company to provide all sufficient and relevant information to enable the trustee to meet its reporting obligations to the Ministry of Education.
   c. The grant will be made in instalments:
      i. the first payment, of $250,000, following signing of a Funding Agreement, reflecting the Ministry's assessment that it has received an acceptable proposal and business plan to deliver the services, to be paid before 30 June 2016;
      ii. the second payments, two of $125,000 each, on receipt of an acceptable report on achievement against the business plan and Year 1 Milestones by a date to be agreed with the provider, but to be after 1 July 2016 and before 30 June 2017.
   d. E Tipu E Rea will provide two reports on achievement against the business plan:
      i. One in January 2017 to confirm implementation of the business plan including commencement of service delivery, and confirmation on how the services or entity will be sustained;
      ii. A final report in April 2017 on achievement against the business plan, including reflections, considerations, challenges and issues experienced.
e. The Ministry will conduct monitoring visits to verify the provider is delivering the services as described in the report and in accordance with the business plan.

f. Financial reporting:
   i. E Tipu E Rea must provide reports on how the grant funding has been expended;
   ii. E Tipu E Rea must provide the organisation's audited annual financial statements for the period covered by the funding, and for the year following that period, being the Financial Year ending 30 June 2018.

Risks

27. E Tipu E Rea has provided a comprehensive risk register and mitigations (Appendix 2). In addition we have identified the following other risks, and mitigations:

<table>
<thead>
<tr>
<th>Risk</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational structure unclear</td>
<td>Seek independent expert advice</td>
</tr>
<tr>
<td>Other education organisations might challenge the awarding of the grant to E Tipu E Rea.</td>
<td>A robust and formal evaluation process was used in the awarding of this grant for a specialised education service not offered elsewhere in New Zealand. This is within government procurement guidelines.</td>
</tr>
<tr>
<td>The self-funding model might not be financially sustainable.</td>
<td>The provider has developed a strong proposal with robust understanding of, and plan for, securing funding from a range of sources.</td>
</tr>
<tr>
<td>Financial risk to entity if they deliver most but not all of the services.</td>
<td>Provide funding in three instalments.</td>
</tr>
<tr>
<td>Potential conflict of interest with one of the proposed directors who is also a chairman of an existing Partnership School sponsor.</td>
<td>Seek assurance from the provider that they have put in place policy and procedure for managing conflicts of interests.</td>
</tr>
</tbody>
</table>
Appendix 1 – Letter Inviting a Proposal for a Grant
MINISTRY OF EDUCATION
TE TAHUHU O TE MĀTAURANGA

1 April 2016

Robert McLeod
PO Box 4491
Shortland St
Auckland

Request for Proposal - Partnership Schools | Kura Hourua Sponsor Support

Tēna koe Robert

The Government has a priority to raise educational outcomes for all learners, particularly for Māori, Pasifika, children from lower socio-economic backgrounds and learners with special education needs.

Partnership Schools | Kura Hourua (Partnership Schools) provide additional choice and create new opportunities for New Zealand students to achieve educational success.

The Partnership Schools policy is unique to New Zealand. While there is support in place for state, integrated and private schools, specialised support is needed for Partnership Schools Kura Hourua. A support service tailored to the sponsors of Partnership Schools is needed to support Partnership Schools to make the greatest possible impact on students. The Government has made provision to provide one-off funding to enable such a service to be established.

I understand that you have or are in the process of establishing an organisation to provide such support services. I would therefore like to invite you to submit a proposal for a grant to provide support services to potential and current sponsors of Partnership Schools. The grant will have some conditions around the services to be provided and reporting requirements. These are outlined on page two of this letter. Details of the information we require in your proposal are outlined on page three of this letter.

Please submit your proposal as soon as possible but no later than 15 April 2016 to me at [Name with title] [0IA]

We will evaluate the proposal to determine if it meets the conditions of the grant and offers value for money. The Ministry of Education reserves the right not to award a grant. If awarded, the grant will be administered through a funding agreement.

Please note that the provision of the grant is also conditional on the Minister of Education recognising your organisation as an Education Body1. The Ministry will work with you on a good faith basis to assist you in this process.

If you have any questions regarding this letter or the following information please do not hesitate to contact me.

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1 The grant would be made under section 321 of the Education Act 1989 to an educational body defined under section 320; a body corporate that is recognised by the Minister as a body that provides any educational or developmental service or facility.
Nāku, noa nā

Karl Le Quesne
Associate Deputy Secretary

s 9(2)(a) OIA
Grant Conditions: Partnership Schools | Kura Hourua Sponsor Support

Services to be provided:

1) Provide a range of wrap-around services to support potential and existing sponsors of Partnership Schools which include:
   i. **develop the pipeline of sponsors:** engage with interested parties to promote the model and develop a diverse pool of potential sponsors
   ii. **support applicants:** work with prospective sponsors to ensure that they put forward strong, realistic applications in any selection round
   iii. **provide ongoing support:** support sponsors in the setting up and ongoing operation of their schools
   iv. **broker support:** act as a broker between potential and actual sponsors, and philanthropic or business organisations that might wish to support Partnership Schools, and
   v. **develop a pipeline of high-quality teachers and leaders** to work in Partnership Schools. This might include providing professional development and matching suitable candidates with Partnership Schools.

Reporting:

1) Report on achievement against a business plan – this report will confirm implementation of the business plan including commencement of service delivery, and confirmation on how the services or organisation will be financially sustained.

2) **Financial reporting:**
   i. Provide a report on how the grant funding has been expended, and
   ii. Provide the organisations' audited annual financial reports for the period covered by the funding, and for the year following that period, being the Financial Year ending 30 June 2018.

Nature of the Grant:

As a precondition to entering into a funding agreement the organisation must provide evidence of being a legal entity and the Minister of Education must recognise the entity as an educational body.

The total grant value is $500,000.00 (GST exclusive) for the delivery of support services (outlined above).

The grant will be made in two instalments:

i. the first payment, of $250,000.00, on acceptance of a proposal and business plan to deliver the services as outlined in the requirement above, to be paid before 30 June 2018, and

ii. the second payment, of $250,000.00, on acceptance of a report on achievement against the business plan, on a date to be agreed with the provider, but to be after 1 July 2016 and before 30 June 2017.
Proposal Requirements:

Please include in your proposal the following information:

a. **Business Plan:** provide a business plan describing how you will be able to:
   
   i. provide the services (listed above) consistent with the purpose of the grant outlined in the conditions
   
   ii. ensure the services are in place within 12 months of the grant agreement being made, when answering include a timeline and milestones
   
   iii. ensure your operating model is financially sustainable, and in particular how it is self-funding beyond the period of the grant, and
   
   iv. provide a budget detailing how the grant will be expended.

b. **Capability:** demonstrate that you will have the appropriate capability to successfully deliver the services including fundraising, business advisory and educational management skills and experience, together with the business management and governance skills and experience required to successfully run the organisation itself, by listing key people and describing their:
   
   i. skills and abilities
   
   ii. qualifications
   
   iii. experience, and
   
   iv. relevant track record.

c. **Capacity:** demonstrate that you will have the appropriate capacity to deliver the services, by outlining:
   
   i. how you will achieve sufficient resources
   
   ii. how you will provide a resource contingency, and
   
   iii. how you will meet all legal, financial, contractual and audit requirements, including describing how you will establish appropriate governance, policy and procedures, quality control, health and safety, record keeping, reporting, and manage commercial confidentiality, risk and assurance.

d. **Due Diligence:**
   
   i. provide evidence of being a legal entity and other information required to support your application to be recognised as an educational body
   
   ii. identify potential conflicts of interest and how these would be mitigated, managed or removed, and
   
   iii. identify potential risks and how these would be mitigated, managed or removed.
Appendix 2 – Proposal from E Tipu E Rea
12 April 2016

Mr Karl Le Quesne
Associate Deputy Secretary
Ministry of Education
Wellington

By email: karl.lequesne@education.govt.nz

Tēna koe Karl,

RE: Request for proposal – Partnership Schools | Kura Hourua Sponsor Support

Thank you for your letter of 1 April 2016 inviting me to submit a proposal for a grant for the organisation which I have assisted to be established to provide support services for Partnership Schools | Kura Hourua in New Zealand.

Below is a proposal for such a grant, and attached are a Business Plan and Trust Deeds as supporting documentation for this proposal.

E Tipu E Rea was established in response to a resolution passed by Partnership Schools | Kura Hourua sponsors at a meeting in December 2014. It has been shaped by the work of a sub-committee of these sponsors working with an independent advisor in order to tailor the support that the organisation can provide to meet the needs of these schools as well as those of future applicants.

We have been fortunate from the outset of this project in having secured the services of an independent education consultant, Jay Allnutt, whose experience in teaching and establishing educational charities in the UK has been invaluable in the establishment of E Tipu E Rea. While Jay is not available as a permanent appointee he will continue to support the trust until we have recruited a chief executive and transitioned into operational mode.

E Tipu E Rea now has a full complement of governors who bring with them significant experience with which to guide the organisation’s work. These governors are:

- Rob McLeod (Chair), Ngati Porou, company director, former Chair of EYNZ and CEO, EY Australiasia, and Lead Negotiator for Te Haeata. Rob has has served on government committees covering capital markets, education, Maori economic development, defence and taxation
- Dame Tariana Turia, former Minister and co-founder of the Māori party
- Dame Jenny Gibbs, philanthropist and former Pro Chancellor and Council Member, University of Auckland
- La’auli Savae Michael Jones MNZM, Chair, Pacific People’s Advancement Trust and Sponsor, Pacific Advance Senior School
- **Bruce Ritchie MNZM**, former Principal of Massey High School and Past President of the Auckland Secondary Schools Principals’ Association
- **Ken Rapson** (TBC), Director, Schools Partnership Office, University of Auckland and former Principal of Mt Roskill Grammar

These individuals have committed to supporting the organisation in an unpaid capacity because of their shared belief in the potential that Partnership Schools | Kura Hourua have for providing choice and new opportunities for New Zealand students to achieve educational success. I note that provision of the grant is conditional on the Minister of Education recognising E Tipu E Rea Trust as an Education Body and I am happy to work with you to ensure this requirement is met. The proposal includes confirmation of *E Tipu Rea’s* status as a legal entity.

Please contact me if you require further information or clarification of any aspects of this proposal.

Nāku, noa nā

Rob McLeod
Chair
*E Tipu E Rea*
PROPOSAL TO PROVIDE SUPPORT SERVICES TO CURRENT AND POTENTIAL PARTNERSHIP SCHOOL/KURA HOURUA SPONSORS

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   b. Reporting .................................................................................................................................................. 2
   c. Nature of the Grant .................................................................................................................................. 2
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   c. Capacity ................................................................................................................................................... 4

1. Grant Conditions

   a. Services to be provided

   *E Tipu E Rea* will provide a range of wrap-around services to support potential and existing sponsors of Partnership Schools | Kura Hourua (PSKH), with the aim of helping the students who attend them to achieve educational success. These services will meet the objectives as set out as part of the Grant Conditions in your request.

   This includes:

   i. Developing a pipeline of prospective PSKH sponsors through:
      a. Effective establishment support for the next round of sponsors setting up schools in 2017, and for future rounds
      b. Development of a suite of online resources for applicants
      c. An informative *E Tipu E Rea* website with comprehensive information on requirements and a full resource hub
      d. Information seminars and speaker events
      e. Brokering relationships with relevant existing sponsors and with potential partners, funders, governors and teachers
      f. Mentoring for applicants

   ii. Supporting sponsors in the setting up and ongoing operation of their schools through:
      a. Performance assessment and reporting training
      b. Teacher professional development
      c. Leadership training
      d. NZQA certification training
E Tipu E Rea Trustee Ltd
An independent support organisation for Partnership Schools | Kura Hourua (Charter Schools) in New Zealand

e. Governance support and training
f. Development of best practice/excellence in instruction
g. Brokering partnerships with businesses, philanthropists, iwi, and vendors/service providers

iii. Brokering support for existing and prospective/ applicant Partnership Schools | Kura Hourua sponsors, with
a. Businesses, philanthropists, iwi, and vendors/ service providers
b. Educational and governance experts etc.
c. Other Partnership Schools | Kura Hourua sponsors

iv. Developing a pipeline of high-quality teachers and leaders to work in Partnership Schools by:
a. expanding understanding of the PSKH concept
b. identifying and facilitating relevant professional development opportunities for teachers and educational leaders

These goals and services area outlined in the E Tipu E Rea Business Plan, section 4 (page 13).

b. Reporting
1) We agree to the reporting requirements laid out in your letter, and have provided the Business Plan attached, against which the governors will report on achievement.

2) We agree to the financial reporting requirements, including reporting on how the grant funding has been used and providing audited financial accounts for the period covered by the funding agreement.

c. Nature of the Grant
We have provided the Trust Deed as evidence of E Tipu E Rea being a legal entity.

Evidence of incorporation, including the constitutional documents, of both E Tipu E Rea Trustee Ltd and E Tipu E Rea Ltd, can be viewed on the Companies Office website via the links below.

E Tipu E Rea Trustee Ltd (Company No. 5841023)
https://www.business.govt.nz/companies/app/ui/pages/companies/5841023

E Tipu E Rea Ltd (Company No. 5841127)
https://www.business.govt.nz/companies/app/ui/pages/companies/5841127

The organisational structure of E Tipu E Rea is outlined in Section 7 (p.18) of the Business Plan.

We agree to the terms of the funding arrangement as outlined in your letter.
- We have provided this Proposal and attached Business Plan for acceptance by you as the requirement for the first instalment of $250,000
- We commit to report achievement against these as a condition for the second instalment of $250,000.
2. Proposal

E Tipu E Rea's aim is to help accelerate the impact of Partnership Schools | Kura Hourua, leading to educational success for all students who attend them.

Specifically, we aim to support the government priority to raise educational outcomes for all learners, particularly for Māori, Pasifika, children from lower socio-economic backgrounds and learners with special education needs.

E Tipu E Rea will contribute to achieving this through supporting:

- An increased number of high quality applicants to set up Partnership Schools | Kura Hourua
- All new Partnership Schools | Kura Hourua to set up in a way that maximises their ability to succeed
- Existing Partnership Schools | Kura Hourua to continuously develop and perform at a high level
- High performing Partnership Schools | Kura Hourua to scale or replicate their practice through new schools or by stimulating others, and
- Public awareness and understanding of the role and work of Partnership Schools | Kura Hourua in New Zealand.

a. Business Plan

The Business Plan for E Tipu E Rea is included as part of this Proposal. This Business Plan outlines in detail how the organisation will:

i. Provide the services consistent with the purpose of the grant, as outlined in the conditions
   Please refer to Section 4 (p. 13) and Appendix I (p.23) of the Business Plan.

ii. Ensure the services are in place within 12 months of the grant agreement being made
    Please refer to Section 4 (p.13) of the Business Plan.

iii. Ensure the operating model is financially sustainable, and self-funding beyond the period of the grant
    Please refer to Section 8 (p.20/21) (Fundraising Strategy) and Section 9 (p.21/22) (Income and Expenditure Forecast) of the Business Plan

iv. Expend the Grant
    Please refer to Section 9 (p. 21/22) (Income and Expenditure Forecast) of the Business Plan

b. Capability

Governance
In establishing E Tipu E Rea we have taken care to secure a high-quality Board of governors with the range of experience and capability to oversee delivery according to the Business Plan. The inaugural governors are:
E Tipu E Rea Trustee Ltd
An independent support organisation for Partnership Schools | Kura Hourua (Charter Schools) in New Zealand

- Rob McLeod (Chair), company director, former Chair of EY NZ and lead negotiator for Ngati Porou Treaty Settlement
- Dame Tariana Turia, former Minister and co-founder of the Māori party
- Dame Jenny Gibbs, Philanthropist and former Auckland University pro Chancellor
- La‘auli Savae Michael Jones MNZM, Chair, Pacific People’s Advancement Trust and Sponsor, Pacific Advance Senior School
- Bruce Ritchie MNZM, former Principal of Massey High School
- Ken Rapson (TBC), former Principal of Mt Roskill Grammar and Director of Schools Partnership Office, University of Auckland

A biography of each of the governors is provided in Appendix II (p. 24) of the Business Plan.

Executive and Management
An independent advisor and acting chief executive, Jay Allnutt, was appointed by PSKH sponsors at the December 2014 meeting to work with them to support development and establishment of the organisation. Jay has been working on a part-time basis over the past year and will continue to manage establishment issues in an acting part-time capacity until a chief executive is found. He is not available on a permanent, full-time basis.

On receipt of grant funding from the Ministry of Education the Board will begin recruitment for a chief executive officer. A Job Description is included in Appendix III (p. 25) of the Business Plan. This has been circulated to the Partnership Schools network.

The chief executive officer will take responsibility thereafter for the appointment of relevant employees and/or engagement/contracting of relevant external resource in order to deliver against the requirements of the grant. The intended organisational structure is outlined in Section 7.3 (p. 19/20) of the Business Plan.

The Year 1 budget for E Tipu E Rea includes requisite funds to secure resource to deliver against all elements of the grant agreement, including service delivery and operation (finance, accounting, legal etc.).

c. Capacity

We have ensured that E Tipu E Rea will have sufficient capacity to deliver the services as part of the funding agreement, including:

i. Having sufficient resources
We plan to establish a mixed income model to ensure that E Tipu E Rea has sufficient resources to deliver services as well as being stable and sustainable for the medium and long term. Considerable progress has been made with regard to fund-raising, and substantial commitments from funders are already in place.
Details of E Tipu E Rea’s funding model are outlined in Section 8 (p. 20/21) (Fundraising Strategy) and Section 9 (p. 21/22) (Income and Expenditure Forecast) of the Business Plan.

ii. Providing a resource contingency
We will operate a funding policy with the aim of building reserves equivalent to 3 months (one quarter) operating expenses within 3 years.


This is shown as part of the forecast 3 year budget in Section 9 (p. 21/22) (Income and Expenditure Forecast) of the Business Plan.

iii. Meeting all legal, financial, contractual and audit requirements
The governors will take responsibility for ensuring that E Tipu E Rea meets its legal, financial, contractual and audit requirements.
The governors will make provision for E Tipu E Rea to be audited in line with the conditions of the grant.

iv. Establishing appropriate governance, policy and procedures, quality control, health and safety, record keeping, reporting, and manage commercial confidentiality, risk and assurance.
The governors and executive will take responsibility for ensuring that E Tipu E Rea has in place appropriate governance, policy and procedures, quality control, health and safety, record keeping, reporting, and management of commercial confidentiality, risk and assurance.
E Tipu E Rea

An independent support organisation for Partnership Schools | Kura Hourua (Charter Schools) in New Zealand.

Business Plan
12 April 2016

‘E tipu, e rea, mō ngā rā o tō ao; ko tō ūringāngā ki ngā rākau a te Pākehā hei oranga mō tō tinana; ko tō ngākau ki ngā taonga o ā tīpuna hei tikitiki mō tō māhunga. Ko tō ūriua ki tō Atua, nāna hei ngā mea katoa.’

‘Grow tender shoot for the days of your world. Turn your hand to the tools of the Pākehā for the wellbeing of your body. Turn your heart to the treasures of your ancestors as a crown for your head. Give your soul unto God the author of all things.’

(Sir Apirana Ngata)
E Tipu E Rea – an independent support organisation for Partnership Schools | Kura Hourua (Charter Schools) in New Zealand

Our vision
That every child in Aotearoa can enjoy educational success and fulfil their potential, regardless of their background.

Our whakatauākī
E Tipu E Rea derives from a Māori whakatauākī (proverb) composed by Sir Āpirana Ngata. In English our name can be translated as 'Grow tender shoot’. Sir Āpirana Ngata composed the whakatauākī on the flap of a young Māori girl’s exercise book as a call to engage in education as a key to future success.

Sir Āpirana Ngata was a leader of the Ngati Porou iwi, from whom we asked permission to use the name. Sir Āpirana was the first Māori to graduate from university in New Zealand, the first Māori to pass the bar exam and become a lawyer, and the first Māori to become both a Member of Parliament and a Cabinet Minister. As such, both the whakatauākī itself and its author provide a powerful inspiration for our work.

Our mission
To work with existing new and prospective Partnership Schools | Kura Hourua to help them deliver outstanding educational outcomes for their students.

Our areas of focus
- Support the establishment of high quality, high performing Partnership Schools | Kura Hourua
- Strengthen the capability of existing Partnership Schools | Kura Hourua to achieve educational success for their students and maintain operational excellence
- Support the expansion and replication of what works, while challenging and addressing under performance and shortcomings when encountered, and
- Promote the Partnership Schools/Kura Hourua concept to build a supportive and well-informed public

Our goals
E Tipu E Rea aims to help accelerate the impact of Partnership Schools | Kura Hourua to improve educational outcomes for the young people who attend them.

Long-term we aim to lift the performance of every student in New Zealand, including priority learners, to thereby reduce educational inequality in New Zealand.

In the short to medium term, we aim to facilitate:¹
- An increased number of high quality applications to set up Partnership Schools | Kura Hourua
- All new Partnership Schools | Kura Hourua being set up in a way that maximises their ability to succeed

¹ Goals are provided in more detail page 9 below.
- Existing Partnership Schools | Kura Hourua continuously developing and performing at a high level
- High performing Partnership Schools | Kura Hourua scaling up or replicating their practice through new schools or by stimulating others, and
- Expanding public awareness and understanding of the role and work of Partnership Schools | Kura Hourua in New Zealand.
Why support Partnership Schools | Kura Hourua in New Zealand?
Partnership Schools | Kura Hourua have the potential to drive significant change in education in New Zealand, reducing the inequality gap and promoting high quality outcomes for all young people. *E Tipu E Rea* will accelerate this impact by working with these schools and promoting their cause and interests.

The potential for Partnership Schools | Kura Hourua in New Zealand
From overseas we know that schools based on a Charter Schools model have had a significant impact on the achievement, and therefore life chances, of their young students.

Example
Success Academies in the US run 32 schools across New York City serving some of the city’s most deprived neighbourhoods in Harlem, Brooklyn, The Bronx and Queens. These schools collectively serve 9,000 students, 94% of whom are minorities, and 11% are disabled.

Through a strong, consistent focus on data, intensive teacher training and peer review, and an extended school day and year, these schools have had a significant impact on the performance of their students compared to the rest of New York City and New York State.
How we can learn from this success in New Zealand
The PSKH policy provides an opportunity for communities and others to establish and run schools using methods and practices that are tailored to their situation. In return, these schools are held accountable for delivery against rigorous measures designed to ensure the above-average performance of their students (See Figure 2: PSKH Freedoms and Accountabilities below).

The policy encourages innovation and engagement from the community to tailor education methods and practice in their school to the needs and strengths of the students and whānau they serve. Through rigorous accountability the schools have a strong incentive to deliver outstanding results.

The strengths of the PSKH movement
The PSKH movement in New Zealand has made a positive start since launching in 2014, with eight schools established and operating, and a further round of applications underway for schools to open in 2017. E Tipu E Rea will help to build on these strengths.

Figure 1: Strengths of the PSKH movement

The strengths of the PSKH Movement

- Strong and growing Māori and Pasifika support. The Iwi Chairs Forum has resolved to publicly support the continuation and growth of the PSKH policy and there is strong and growing support from Pasifika communities
- A strong legislative model, which has been grounded on the most effective and evidence-based elements of similar policies overseas
- A strong PSKH ‘ecosystem’ - New Zealand has in place many of the elements considered necessary to build this (See Figure 3: Elements of a successful PSKH ‘ecosystem’)
- Positive results - Eight of the first nine PSKH are performing well, with some achieving outstanding results. One that is has not been achieving its objectives was closed early this year.
- Growth - A third application round began in August 2015, with an improved funding model, performance management framework and school contracts
- Political support - The current Government is supportive and keen to see the policy continue and expand, and there is strong support from the current schools' extended whānau and wider communities
- Partnerships - Other initiatives and social enterprises focused on educational inequality and raising the profile and prestige of teaching are becoming established and growing (e.g. Teach First NZ, Masters in Teaching)

Because of the above, there exists a considerable opportunity to embed and upscale a movement that is breaking new ground and setting a higher bar for young people in education.

\footnote{On 7 August 2015, the Iwi Chairs Forum resolved the following: 'That Iwi Leaders advocate with the Government for the expansion of this Initiative, and; That Iwi Leaders advocate publicly for the Kura Hourua Partnership concept, promoting in particular the importance of high quality teaching and accountability for high academic performance.'}
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1. Summary

_E Tipu E Rea_ is an independent not-for-profit support organisation for existing, new and prospective Partnership Schools | Kura Hourua (PSKH) in New Zealand. We will work to ensure every young person in Aotearoa New Zealand is able to fulfill their potential, regardless of their background, by supporting these schools to deliver outstanding educational results for all their students.

_E Tipu E Rea_ will focus on four areas in order to accelerate the impact of Partnership Schools | Kura Hourua, building on the strengths of the PSKH movement so far and addressing the challenges that exist in New Zealand's education system. _E Tipu E Rea_ will:

1. Support the establishment of high quality, high performing Partnership Schools | Kura Hourua
2. Strengthen the capability of existing Partnership Schools | Kura Hourua to achieve educational success for their students and maintain operational excellence
3. Promote the expansion and replication of what works, while challenging and addressing under performance or shortcomings throughout the system, and
4. Assist Partnership Schools | Kura Hourua establish a supportive and well-informed public

2. About Partnership Schools | Kura Hourua

Partnership Schools | Kura Hourua are state-funded, independently operated schools which cater for New Zealand students including high priority learners. These schools have high levels of regulatory freedom in terms of how their students are taught and how their schools are organised. In return, there is a high level of accountability regarding the engagement and attainment levels of their students, and the number of priority students they have enrolled.

**Figure 2: PSKH Freedoms and Accountabilities**

<table>
<thead>
<tr>
<th>Freedom</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSKH are privately provided schools which receive 'cashed-up' per child funding and have freedom to determine their:</td>
<td></td>
</tr>
<tr>
<td>- School Organisation</td>
<td></td>
</tr>
<tr>
<td>- Curriculum</td>
<td></td>
</tr>
<tr>
<td>- Teacher Pay</td>
<td></td>
</tr>
<tr>
<td>- Teaching Practice</td>
<td></td>
</tr>
<tr>
<td>- School day and year</td>
<td></td>
</tr>
<tr>
<td>- School character (e.g. faith-based or secular)</td>
<td></td>
</tr>
<tr>
<td>In return, PSKH must deliver against above-average targets in:</td>
<td></td>
</tr>
<tr>
<td>- Student achievement</td>
<td></td>
</tr>
<tr>
<td>- Student attendance</td>
<td></td>
</tr>
<tr>
<td>- Student engagement</td>
<td></td>
</tr>
<tr>
<td>- Whanau engagement</td>
<td></td>
</tr>
<tr>
<td>- Financial and organisational performance</td>
<td></td>
</tr>
</tbody>
</table>

The model for these schools, which was enacted as part of the _Education Amendment Act 2013_, drew on the successful features of similar 'charter school' models already established in the US, the UK and Sweden, as well as other countries around the world.

PSKH have an obligation to focus on providing high quality education for the Government's priority learner groups: Māori, Pasifika, learners from low socio economic backgrounds and learners with
special education needs, since these groups traditionally under-achieve in education compared to their peers.

The PSKH policy encourages partnership between educators, communities and businesses to provide new opportunities to attend high quality schools for students who have not been achieving their full potential through education, and who often have fewer options over which school they can attend. In this regard, the model encourages groups to set up new primary or secondary schools in areas where there is little choice of high quality schools for priority students.

Evidence from the US, Sweden and the UK\(^3\) suggests that charter type schools have had a statistically significant positive effect on their students' success, notably in their literacy and numeracy ability, high school graduation rates and access to tertiary education. Specifically, these results are shown where schools operate in a setting of rigorous authorisation and monitoring processes, which establish and maintain very high standards, and where evaluation to identify effective, replicable practice is undertaken. Charter-type schools are also shown to be most effective when there are clear processes for intervention where under-performance is identified, including schools being closed or contracts not renewed where appropriate.

There are currently eight Partnership Schools | Kura Houra operating in New Zealand, one having closed early in 2016 after failing to achieve its objectives. A further round of applications has recently been completed (in April 2016) for schools to open in 2017, and will take place annually or biannually thereafter.

3. *E Tipu E Rea'*s role

While *E Tipu E Rea* is not intended to be a membership organisation, PSKH sponsors are very supportive of the concept and are keen to see it up and running. A motion to commence and support establishment of the organisation was proposed and passed by PSKH sponsors at a meeting of all sponsors in December 2014. A subcommittee of the sponsor group has been working with an independent advisor over the past year to develop an independent organisation tailored to meet the needs of current and future sponsors. These schools and future high quality applicants will be able to draw on the organisation for support to apply, set up, successfully operate and strengthen the capacity of their school. *E Tipu E Rea* will work to ensure that all PSKH are able to operate in a supportive environment through promotion of the model. Importantly, *E Tipu E Rea* will be apolitical in approach and operating style.

3.1. How *E Tipu E Rea* will add value

*E Tipu E Rea* expects the following outcomes:

- A large number of high quality applications to set up PSKH
- All new PSKH setting up in a way that maximises their ability to succeed
- Existing PSKH continuously performing at a high level
- High performing PSKH upsaling or replicating their practice elsewhere through new schools or stimulating others, and
- Increasing public optimism via increasing awareness and understanding of the role and work of PSKH in New Zealand.

---

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outputs</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
</table>
| Support the establishment of high quality, high performing Partnership Schools | - # enquiries/active engagements between E Tipu E Rea and interested groups  
- # applications  
- # of high quality and successful applications  
- # applications and approved schools setting up in areas of ‘high need’  
- # approved schools on course to open in a position to maximise their success  
- # established schools and high quality practices being replicated and expanded  
- Quality of support for identifying and securing school facilities | - There is greater choice of schools for young people in areas where PSKH are established  
- There are more and a steadily growing number of high quality PSKH in New Zealand, and zero under-performing PSKH  
- Evidence shows high engagement, attainment, achievement and access for young people who attend PSKH  
- PSKH are perceived as an accepted and legitimate element within the broader landscape of school provision in New Zealand  
- Parent advocacy plays a significant part in protecting the school’s autonomy and promoting the model  
- E Tipu E Rea will have saved individual PSKH significant time and resource by taking the lead in areas of communication and support | - Every young person defined as a ‘priority learner’ has access to a high quality school  
- High priority learners have better outcomes in engagement, attainment, achievement and access to careers and continued education beyond school  
- The correlations that indicate inequalities between young people based upon their background are reduced  
- The average quality of all schools is increased  
- PSKH are perceived as a valuable and positive part of the broader landscape of education provision in New Zealand  
- PSKH have helped to define excellence in education provision for young people in New Zealand. |
| Strengthen the capability of existing Partnership Schools | - # schools/employees taking up support/using resources  
- Accuracy and quality of E Tipu E Rea’s understanding of the needs and strengths of PSKH  
- Quality and effectiveness of evaluation frameworks in place to support and drive development for all PSKH  
- PSKH performing at a very high level  
- PSKH under-performing at very low or zero  
- # high performing PSKH which are expanding or replicating their success  
- Connection of sponsors with further | | |
## 4. Goals and Deliverables

<table>
<thead>
<tr>
<th>Goals/Deliverables (Year 1)</th>
<th>Goals/Deliverables (Year 2)</th>
<th>Goals/Deliverables (Year 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of focus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Geographical Region:</td>
<td>Auckland and Northland</td>
<td>Auckland and Northland</td>
</tr>
<tr>
<td>No. Geographical Region:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support the establishment of high quality, high performing Partnership Schools / Kura Hawera</strong></td>
<td><strong>Support the establishment of high quality, high performing Partnership Schools / Kura Hawera</strong></td>
<td><strong>Support the establishment of high quality, high performing Partnership Schools / Kura Hawera</strong></td>
</tr>
<tr>
<td>Launch an E Tipe E Rea website</td>
<td>Establish a baseline level of support, with resources, for groups interested in applying to open PSHK, including:</td>
<td>Establish an effective programme of support based upon the needs of established partnership schools focused on management and academy of each of the schools.</td>
</tr>
<tr>
<td>Establish a baseline level of support, with resources, for groups interested in applying to open PSHK, including:</td>
<td>- regular assemblies and speakers events</td>
<td>- Facilitate sharing and support across the PSHK network.</td>
</tr>
<tr>
<td>- developing suite of online resources</td>
<td>- building relationships with relevant existing partners and potential partners/funders</td>
<td>- Work closely with the Ministry of Education, IRD and the PSHK to monitor performance and proactively address under-performance where appropriate, and identify areas of growth that if E Tipe E Rea can support schools to exit.</td>
</tr>
<tr>
<td>- mentoring for applicants</td>
<td>- Provide all professional development opportunities for teachers and educational leaders</td>
<td>- Provide a number of key services across PSHK where demand exists for this high</td>
</tr>
<tr>
<td>Start to support the teacher &quot;pipeline&quot; by:</td>
<td>- Provide access to expertise, tailored to the needs of each sponsor</td>
<td>- Support PSHK to develop an understanding of excellence in instruction and drive towards implementing high impact strategies based upon best practice</td>
</tr>
<tr>
<td>- providing understanding of the PSHK concept and</td>
<td>- developing best practice/excellence in instructional practice</td>
<td>- Further develop potential in building teacher and leader pipelines for PSHK.</td>
</tr>
<tr>
<td>- identifying and facilitating relevant professional development opportunities for teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide effective support for the next round of sponsors setting up schools in 2017, including:</td>
<td>Support the expansion or replication of what works, while challenging and addressing under-performance or disadvantages throughout the system, and</td>
<td>Support multi PSHK operators to effectively manage and continue to develop schools.</td>
</tr>
<tr>
<td>- performance assessment and reporting raising</td>
<td>Establish systems for investigating, evaluating and sharing / promoting effective practice</td>
<td>Challenge mature, established schools to continue to develop</td>
</tr>
<tr>
<td>- leadership training</td>
<td>- Promote and widely communicate positive practice from across the PSHK network</td>
<td>Be a leading voice on PSHK research and evidence, and be a hub for best practice related to key areas of strength across the network</td>
</tr>
<tr>
<td>- Ministry of Education training</td>
<td>- Undertake initial scoping for a research and best practice portfolio with process for sharing across the PSHK network</td>
<td></td>
</tr>
<tr>
<td>- governance support and training</td>
<td>- Draw on best practice internationally to establish systems, resources and support mechanisms for early identification of high need areas and under-performance.</td>
<td></td>
</tr>
<tr>
<td>- developing best practice/excellence in instruction</td>
<td>- Build and maintain a board and key staff</td>
<td>- Work with schools to build and grow parent advocacy</td>
</tr>
<tr>
<td>- brokering partnerships with businesses, philanthropists, LL, and vendors/service providers</td>
<td></td>
<td>- Undertake an evaluation and research audit of areas of opportunity for replacing strong practice from within the PSHK network.</td>
</tr>
<tr>
<td><strong>Communicate on behalf of the Partnership Schools/ Kura Hawera concept to build a supportive and well-informed public</strong></td>
<td><strong>Communicate on behalf of the Partnership Schools/ Kura Hawera concept to build a supportive and well-informed public</strong></td>
<td><strong>Communicate on behalf of the Partnership Schools/ Kura Hawera concept to build a supportive and well-informed public</strong></td>
</tr>
<tr>
<td>Become a representative, political and non-political voice for PSHK in the policy space and with key stakeholders</td>
<td>Establish E Tipe E Rea as a credible and respected voice within the education landscape, and with a growing awareness amongst the public.</td>
<td>Deliver a world class political and non-political communications approach</td>
</tr>
<tr>
<td>Build strong relationships with PSHK sponsors and leaders, their key stakeholders, the Ministry of Education and other stakeholders</td>
<td>Identify and develop against an ambitious communication agenda to ensure the long term sustainability and development of PSHK, including the sustainability of the policy and collaboration between state funded schools</td>
<td>Build strong and purposeful relationships with key education stakeholders,</td>
</tr>
<tr>
<td>Develop resources to assist schools in mobilising parent support and advocacy</td>
<td>Work with schools to build and grow parent advocacy</td>
<td>including the Minister of Education, unions, other school related bodies etc.</td>
</tr>
<tr>
<td>Address inaccurate information and myth of PSHK and the policy in the media</td>
<td>Establish an ongoing and active process of communication through the media</td>
<td>Build a strong parent advocacy approach which is engaging change at the local level.</td>
</tr>
<tr>
<td>Begin to proactively promote the policy, including celebrating success through the media</td>
<td>Establish and maintain relevant relations agenda to address key priorities</td>
<td></td>
</tr>
</tbody>
</table>

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*Numbers may vary depending on the specific requirements and goals set for each year.*
5. The need for *E Tipu E Rea*

Currently there is no organisation providing support specifically to the PSKH model in New Zealand. Such organisations are well established in other countries and US states which operate a similar policy, and are seen as a critical part of the charter ‘ecosystem’. Similar organisations exist to support other types of school in New Zealand.

*E Tipu E Rea’s* work will benefit Partnership Schools | Kura Hourea, their sponsors, staff, students and communities, by ensuring that each PSKH is high-performing and of high quality.

**Similar organisations overseas**

Support and advocacy organisations for PSKH type schools are well established in the US (e.g. [New York City Charter Schools Center](https://www.nycccs.org), [Civic Builders](https://www.civicbuilders.org), [Hawaii Charter Schools Network](https://www.hawaii-schools.com), [New Schools for New Orleans](https://www.nsfn.org), [Newark Charter School Fund](https://www.ncsf.org), the UK [New Schools Network](https://www.newschoolsnetwork.org) and in Sweden [Friskola](https://www.friskola.se).)

In general, these organisations provide support and encouragement for those applying to start a new charter school, support for established schools to develop, central services for charter schools to utilise, and advocacy on behalf of their charter school sector and the policies which affect them. They also connect applicants with philanthropic funders and other partners such as facilities providers. All such organisations are independent of both government and individual charter schools, and are funded with donations from private and public sources and by contracting with government to deliver some key services (e.g. professional development for teachers).

*Figure 3: Elements of a successful PSKH ‘ecosystem’*

**Elements of a successful PSKH ‘ecosystem’**

The following were identified by colleagues overseas as the elements required to build a successful ecosystem within which PSKH can thrive and grow.

- Rigorous authorisation, assessment and monitoring practices
- A transparent approach to communicating about the policy in general and school performance in particular
- A supportive public sector which encourages and embraces change and helps start-ups in leading this
- Effective relationships between the bodies concerned with the policy, including the Ministry of Education, Authorisation Board, monitoring agencies, school operators and support organisations
- Preparedness to address issues and continuously develop the policy and processes as necessary
- A pipeline of high quality teachers and school leaders
- Leadership development to grow and develop the pool of educational entrepreneurs
- An independent support organisation which can foster and encourage quality applicants, grow the movement, provide key supports for start-ups, and lead on advocacy
- Engagement and support from the philanthropic and business sector
- Public/private partnership to solve facilities challenges

These organisations do not start or operate schools, and most are not membership organisations with individual schools as members. This maintains their independence and ability to be a champion and advocate for the charter schools policy in their country, rather than developing special interests. Some organisations, such as KIPP ([www.kipp.org](http://www.kipp.org)) and YES ([www.yessprep.org](http://www.yessprep.org)) in the US and ARK ([www.arkschools.org](http://www.arkschools.org)) and Oasis ([www.oasisuk.org](http://www.oasisuk.org)) in the UK operate multiple schools across the country and provide support services to their own schools. These organisations, sometimes described as ‘Charter Management Organisations’ (CMOs) differ from *E Tipu E Rea* since they are
school providers and thus have a much narrower focus on the specific schools they operate. In many cases these organisations still draw on the support and services provided by the central organisations like E Tipu E Rea.

**Similar Organisations in New Zealand**

In New Zealand a number of organisations play a similar role to E Tipu E Rea in supporting schools of different types, such as Independent Schools New Zealand ([www.isnz.org.nz](http://www.isnz.org.nz)), New Zealand Association for Intermediate and Middle Schooling ([www.nzaims.co.nz](http://www.nzaims.co.nz)), New Zealand Area Schools Association ([www.nzasa.org.nz](http://www.nzasa.org.nz)), New Zealand Boarding Schools Association ([http://nzboarding.co.nz](http://nzboarding.co.nz)), the Association of Integrated Schools New Zealand ([www.alsnz.org.nz](http://www.alsnz.org.nz)) and the School Trustees Association ([http://www.nzsta.org.nz](http://www.nzsta.org.nz)).

In general, these organisations support the schools they represent by providing training and development for staff in those schools. While some are officially membership organisations funded in part by the schools they represent, they all receive private donations to support their work.

**How the organisation integrates with other relevant bodies**

_E Tipu E Rea_ sits alongside a number of other bodies in providing services, support and oversight of the work these schools undertake. The table below illustrates how _E Tipu E Rea'_s role differs from these other bodies.

**Table 2: Other bodies relevant to the work of E Tipu E Rea**

<table>
<thead>
<tr>
<th>Body</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education</td>
<td>PSKH hold a contract with the Ministry of Education; whereby the funding is provided in return for delivery against a number of contracted outcomes. The Ministry of Education is responsible for negotiating this contract with each school. These contracts specify roll numbers, proportion of roll to be made up of priority learners, student engagement levels, and attainment levels to be achieved. The contracts also specify an intervention regime in the event of non-performance/non-compliance with the ultimate sanction being revocation of the contract and closure of the school.</td>
</tr>
<tr>
<td>Education Review Office (ERO)</td>
<td>Provides oversight in relation to set up KPIs in order to ensure each school is ready to open at the start of the relevant academic year. ERO then provides ongoing evaluation of PSKH in line with their standard school evaluation portfolio, and will visit all PSKH within their first year of operation.</td>
</tr>
<tr>
<td>PSKH Authorisation Board</td>
<td>Reviews all applications to open PSKH and makes recommendations to the Minister for Education on those it considers should be approved. Provides ongoing monitoring of school performance.</td>
</tr>
<tr>
<td>Individual PSKH</td>
<td>Individual PSKH, of which there are currently eight, are accountable for the delivery of education for those on their roll. These schools have autonomy over the funding provided by central government and over their curriculum and the organisation of their school. PSKH are independent of each other and of other bodies and of E Tipu E Rea.</td>
</tr>
<tr>
<td>Other non-profit and member organisations</td>
<td>PSKH are free to work with or join any other relevant organisation or group which caters for schools, as long as these bodies’ services etc. are made available to PSKH, e.g. the School Trustees Association.</td>
</tr>
</tbody>
</table>
6. Managing Risks

The table below outlines the headline risks and mitigations for E Tipu E Rea. Review and analysis of these risks will be a priority for the inaugural Board, and will be reviewed regularly.

Key to scored assessment:

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Impact</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Very unlikely</td>
<td>1 = Minor</td>
<td>1 = Low</td>
</tr>
<tr>
<td>2 = Unlikely</td>
<td>2 = Minor disruption</td>
<td>2 = Medium</td>
</tr>
<tr>
<td>3 = Moderate likelihood</td>
<td>3 = Major disruption</td>
<td>3 = High</td>
</tr>
<tr>
<td>4 = Likely</td>
<td>4 = Major disruption</td>
<td>4 = Very high</td>
</tr>
<tr>
<td>5 = Very likely</td>
<td>5 = Essential (e.g. Org may have to cease operation)</td>
<td>5 = Extreme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Likelihood</th>
<th>Impact</th>
<th>Risk Level</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political environment</td>
<td>E Tipu E Rea is operating in an environment of some significant opposition towards PSKH and it needs support from stakeholders which can help in the development and expansion of the organization.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- Communications strategy should establish clearly the role of the organization and promote its key messages.</td>
</tr>
<tr>
<td>Independent operation</td>
<td>E Tipu E Rea operates in a complex and uncertain environment, and it needs support from stakeholders which can help in the development and expansion of the organization.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- The CEO and Chair should ensure that all stakeholders and key messages are well aligned.</td>
</tr>
<tr>
<td>Positioning</td>
<td>There is a crisis of confidence about E Tipu E Rea and it needs support from stakeholders which can help in the development and expansion of the organization.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- The organization should develop a strong messaging strategy to build a public perception of the organization.</td>
</tr>
<tr>
<td>Government support</td>
<td>The government ceases support for the PSKH policy</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- Develop contingency plans for ensuring that key stakeholders are well informed about the organization's future.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>E Tipu E Rea's advocacy work is weak and it needs support from stakeholders which can help in the development and expansion of the organization.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- Establish non-political communications policy for ensuring that key stakeholders are well informed about the organization's future.</td>
</tr>
<tr>
<td>Engagement from existing PSKH</td>
<td>E Tipu E Rea does not have effective engagement with existing PSKH stakeholders and it needs support from stakeholders which can help in the development and expansion of the organization.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- Develop tools to gain an accurate and detailed understanding of the needs and interests of existing PSKH stakeholders.</td>
</tr>
<tr>
<td>Engagement from new PSKH</td>
<td>E Tipu E Rea does not have effective engagement with new PSKH stakeholders and it needs support from stakeholders which can help in the development and expansion of the organization.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- Develop communications strategy to focus on positioning E Tipu E Rea as a first port of call for potential stakeholders.</td>
</tr>
<tr>
<td>Application pipeline</td>
<td>There are very few applications from prospective sponsors/applicants and the organization does not have a well-defined strategy for attracting potential sponsors.</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>- Develop effective guidelines for producing high-quality applications with clear messaging for groups about the organization's potential sponsor groups.</td>
</tr>
</tbody>
</table>

16
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Likelihood (L)</th>
<th>Impact (I)</th>
<th>Risk level (R)</th>
<th>Mitigation</th>
</tr>
</thead>
</table>
| School under performance     | Some newly established and/or existing schools under perform and are under    | 3              | 3          | 3              | - Focus on promoting and supporting high performance of all PSRN  
|                               | threat of closure by the Minister.                                          |                |            |                             | - Develop effective methodology to ensure that PSRN's are able to support the Ministry's approach in sanctioning underperforming and closing schools where appropriate.  
|                               |                                                                             |                |            |                             | - Communication strategy to include contingencies related to managing for schools under threat of closure.  
| Funding                       | If Tipu e fee is unable to raise funds, especially since its direct beneficaries are | 3              |            | 3              | - Fundraising strategy to include development over 3 years of diverse funding streams which do not place over-reliance on philanthropic investment  
|                               | schools as opposed to young people and because philanthropic investment        |                |            |                             | - Communications/Marketing strategy to include outline of key messages for funders to identify how Tipu e feee has a positive impact on young people  
|                               | available in New Zealand is generally lower than in other countries.         |                |            |                             | - Research/evaluation agenda to include collection and sharing of accurate and pertinent information which can be used to illustrate Tipu e fee's impact  
|                               |                                                                             |                |            |                             | - Budget includes time to grow a reserve over 3 years to allow operation without funding for a period of time to allow for delays in funding.  
| Quality of services           | If Tipu e fee delivers low quality services which means that schools disengage | 3              | 3          | 3              | - Develop effective quality standards and quality assurance mechanisms, including feedback mechanisms, in order to monitor the quality of services being delivered  
|                               | with its work.                                                              |                |            |                             | - Budgeting and planning allows for engagement with aspects who will support with resource, support and service development.  
| PSRN Independence             | Government reduces the level of independence and autonomy of PSRN through      | 3              | 3          | 3              | - Prohibit supporting PSRN to build public awareness and local parent and community advocacy  
|                               | regulation, legislation etc.                                                |                |            |                             | - Focus on supporting high performance for all PSRN and replication of best practice  
|                               |                                                                             |                |            |                             | - Establish strong communications frameworks to ensure effective promotion of the schools and the role that autonomy and independence plays in promoting high performance.  

N.B. A priority for the Inaugural Board and CEO will be to review this risk register and amend as appropriate.
7. Running the Organisation
E Tipu E Rea has the potential to make considerable impact by supporting Partnership Schools to maximise their potential. It is envisaged that E Tipu E Rea will remain a lean organisation focused on its core goals.

7.1. Organisational Structure

The E Tipu E Rea organisation structure facilitates ultimate governance via the directors and shareholders of a corporate trustee which promotes a number of advantages.

This structure is similar to others in NZ such as Māori Fisheries Trust 'Te Ohu Kaimoa-te'.

E Tipu E Rea Trustee Ltd, E Tipu E Rea Trust and E Tipu E Rea Ltd all have the same objects.

E Tipu E Rea Trustee Ltd is the sole corporate trustee of E Tipu E Rea Trust and owns all the shares in E Tipu E Rea Ltd. Both companies have the same directors who will also hold shares in the corporate trustee proportionately for the trust.

Grants will be received by the E Tipu E Rea Trustee Ltd on behalf of the Trust which will provide funds to E Tipu E Rea Ltd by loan or equity to finance its operations and services in line with the Trusts’ objects.

Activity on behalf of the Trust will be undertaken via E Tipu E Rea Ltd, which will employ the Chief Executive and other employees.

7.2. Operating Budget
The table below summarises the estimated running costs of E Tipu E Rea over its first 3 years of operation.

Table 4: Operating Budget (Year 1-3)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total (Year 1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Expenses (exc. staff)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income (Target)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Net cost (Movement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

§ 9(2)(b)(ii) OIA
7.3. Staffing

It is anticipated that E Tipu E Reo will remain relatively small, with the majority of the charity's costs being people costs. The chart below shows a proposed organisational structure and more detail about the roles within the charity.

**Figure 4: Proposed E Tipu E Reo Organisational Structure**

*It is likely that staffing will graduate over time to complete the structure below. The CEO will recruit for roles as necessary throughout the first year of operation and assess annually the need for ongoing and additional staffing.*

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Responsibilities</th>
<th>FTE</th>
<th>Salary</th>
<th>Total Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive</td>
<td>To be the public face of the organization and the main liaison with the Board, Partnership Schools, Government and the media.</td>
<td>• Provide Strategic Planning and Leadership&lt;br&gt;• Manage the organisation and employees, incl. financial management&lt;br&gt;• Lead on fundraising and funder management, including regular professional reporting to funders&lt;br&gt;• Ensure the development of programmatic activity and delivery of services&lt;br&gt;• Ensure development of applicant pipeline&lt;br&gt;• Liaise with the Board, drawing on them for support as necessary&lt;br&gt;• Liaise with media and press&lt;br&gt;• Maintain strong relationships with established PSKH&lt;br&gt;• Develop and deliver communications strategy&lt;br&gt;• Develop and deliver a communication strategy</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td>To work with</td>
<td>• Be an initial point of contact for prospective</td>
<td>2 x 0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Applications and start up)</td>
<td>prospective sponsors from initial engagement to application, and to be their main contact during set up.</td>
<td>applicants, answering questions and directing to further information as appropriate • Providing written feedback on applications • Building relationships with successful applicants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Officer</td>
<td>To support the CEO in delivering effective communications.</td>
<td>• Develop media releases • Manage and update website, inc. news stream • Draft and send monthly newsletter(s) • Manage media enquiries inbox • Support CEO in developing communications plans</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme Officer</td>
<td>To support the CEO in developing effective programmatic activity for the organisation.</td>
<td>• Create resources and guidance to be shared with prospective, start up and established PSKH • Organise seminars, training workshops, etc • Support CEO to design and deliver workshops and presentations • Undertake research regarding effective knowledge/ best practice sharing for PSKH • Collate information from existing PSKH and other sources as best practice</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance Support</td>
<td>To support the CEO in establishing and delivering effective and compliant financial systems.</td>
<td>• Support the CEO to establish effective payment and account management systems • Complete payroll • Prepare annual accounts</td>
<td>0.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other support that may be required</th>
<th>As above.</th>
<th>As required</th>
<th>Hourly or fixed term rate as above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisors (Casual/ fixed term)</td>
<td>To support with managing applications in the event that a high number are received.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR/ Media relations Support</td>
<td>To support the CEO in developing an effective PR/ Media relations strategy and to provide ongoing support as necessary</td>
<td>As required</td>
<td>Pro bono/ consultancy</td>
</tr>
<tr>
<td>Interns</td>
<td>To support with the administrative requirements of the organisation.</td>
<td>As required</td>
<td>Voluntary/ Expenses</td>
</tr>
<tr>
<td></td>
<td>• Support the CEO and other staff in fulfilling administrative duties • To be assigned specific projects or portfolios of work as is required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Fundraising Strategy
To maintain E Tipu E Rea's independence the fundraising aim for the organisation will be to generate the funds required for operation beyond the initial two-year start-up period without ongoing government support. Further, the organisation will aim initially to provide high quality support, services and resources to schools at no or very low cost. As the PSKH Initiative expands and matures, E Tipu E Rea will aim to provide economies of scale in its services, and also to recover the costs of some services.

The focus of philanthropic fundraising should be on unrestricted, operational funding since other funding (e.g. from government contracts, charging for services or smaller, individual contributions) is likely to be for project specific or restricted purposes.

Table 6: Potential Income Sources

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Description</th>
<th>Type of funding</th>
<th>Proportion of total budget (Medium to Long)</th>
</tr>
</thead>
</table>

20
| Philanthropic Investment (e.g. large Trusts & Foundations) | A significant proportion of E Tipu E Reo’s unrestricted operational funding is likely to be provided through investment by philanthropic donors, with a specific emphasis on large foundations and trusts in New Zealand and potentially overseas. Some funding in this area is likely to be provided by smaller trusts and foundations for restricted purposes, and E Tipu E Reo management will identify areas | Cash Unrestricted | High (>50%) |
| Individual Giving (Inc. High Net Worth Individuals) | E Tipu E Reo will expect to receive a small proportion of income from a number of High Net Worth Individuals or very small and/or localised trusts. It is likely that these funds will often be provided for project specific or restricted purposes (e.g. work with specific schools or provision of specific opportunities). | Cash Restricted | Low (<25%) |
| Corporate sponsorship | It is possible that E Tipu E Reo will be able to attract some funding from large national and multinational firms. For national firms, a focus on specific regions of New Zealand may be a specific focus, which may limit the amount of funding available. | Cash Restricted or Unrestricted | Low (<25%) |
| Government grants | The Government will be approached for assistance in the form of a one-off start grant or grants for the central support of partnership schools which may be used in the initial set up and as ongoing collateral to ensure the medium term stability of the organisation. | Cash Unrestricted | Low (<25%) |
| Government Contracts | It is anticipated that the government/Authorisation Board will wish to continue to offer development, training and services for partnership schools and that there will be an opportunity for E Tipu E Reo to deliver these on the government’s behalf on a contract basis. This could create a positive income stream for E Tipu E Reo. | Cash Restricted | Medium (>25%) |
| Charge for services | Whilst E Tipu E Reo will aim to provide its services to pre set up schools free of charge, it is possible that existing schools could contribute to cover the costs of some of the services they have access to, such as staff professional development, or shared services which, by being delivered collectively, will create savings for individual schools. This fee will be in exchange for services as opposed to a membership fee since E Tipu E Reo is not a membership organisation. It is possible that, with the provision of very high-quality services, other schools may, long term, be interested in paying for services that E Tipu E Reo is able to provide, creating additional income. | Cash Restricted | Low (<25%) |
| Pro Bono Support | There is an opportunity for E Tipu E Reo to take advantage of in kind support from suppliers and supporters to reduce the cost of paid for services. It is common for firms to offer up to 20% discount to charities, and there is often considerable opportunity to negotiate further price reductions, or secure services free of charge. | In kind Restricted | Low (<25%) |

9. Income & Expenditure Forecast
The table below provides estimated operational costs and income targets for the first 3 years of operation of E Tipu E Reo. This assumes staffing and activity as outlined in the relevant sections above. Additional programme activity would be resourced though specific fundraising activity.
Appendix I: Examples of support, services and resources to be provided by E Tip Fish Ear

It is anticipated that the type and level of support, services and resources made available for a PSOL sponsor or staff will depend on the stage at which a school is at—from, for example, a sponsor considering applying to a school being established.

The table below illustrates how support, services and resources may be targeted in a tailored manner across five school stages: ‘Prospective’, ‘Applying’, ‘Set up’, ‘Early Establishment’, ‘Established’.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Target/Description</th>
<th>Aim</th>
<th>Resources (e.g. openly accessible and downloadable information and resources)</th>
<th>Interactive Support (e.g. support available in a tailored manner)</th>
<th>Services (e.g. tailored access support available to help specific individual groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective (pre-application)</td>
<td>Individuals or groups who might be interested in applying to open a school.</td>
<td>To increase the number of viable high-quality applications.</td>
<td>Facility for registering interest in applying with E Tip Fish Ear. Newsletter for keeping interested parties engaged. Guide to application form. Examples of completed forms. Guide to school purpose. &quot;Use What Works&quot; (e.g. to test PSOL setup). Intro to PSOL (e.g. &quot;Basic Tips&quot;). Self-assessment form for viability. Service for verifying staff numbers. Case studies of existing schools at this stage. Advertisement of key dates (e.g. workshops, application deadlines). Signposts on other appropriate sites (e.g. to direct interested forms). Support with school design.</td>
<td>FAQs page on website.</td>
<td>Website. Access to an E Tip Fish Ear Advisor for tailored support.</td>
</tr>
<tr>
<td>Applying</td>
<td>Groups who are in the process of applying or have applied to open a PSOL.</td>
<td>To increase the number of high quality applications.</td>
<td>Feedback on applications. Outline of next steps when application is received. Newsletter for keeping applicants engaged. Case studies of existing schools at this stage.</td>
<td>FAQs page on website.</td>
<td>Website. Access to an E Tip Fish Ear Consultant for tailored support and feedback on any application.</td>
</tr>
<tr>
<td>Set up</td>
<td>Sponsors and senior PSOL staff who are in the process of setting up a PSOL following a successful application.</td>
<td>To provide start-up key support to accelerate the set-up process (e.g. funding providers, setting up schools)</td>
<td>Example table, timelines and checklists for set-up. List of recommended vendors and suppliers. Guidance and advice on developing policies, processes, recruitment, marketing etc.</td>
<td>Key sections of the website, containing resources targeted directly at set-up groups.</td>
<td>Website. Access to an E Tip Fish Ear Consultant with set-up.</td>
</tr>
<tr>
<td>Early Establishment</td>
<td>Sponsors and senior PSOL employees who are currently running a PSOL in its first academic year.</td>
<td>To help PSOL navigate the tricky early stage.</td>
<td>Governance and personnel practices for validating and improving performance. Example book and checklist for early establishment. List of recommended vendors and suppliers. Guidance and advice on developing policies, processes, recruitment, marketing etc.</td>
<td>Best practice sharing facilitated by early establishment groups. Early establishment meetings and workshops (as identified). Contact information for an &quot;account manager&quot; to answer questions and offer guidance on early support etc. Access to remote intervention where there is under-performance.</td>
<td>Website. Professional Development programmes (based on identified needs). Consultancy tailored to needs of schools identified.</td>
</tr>
<tr>
<td>Established</td>
<td>Sponsors and Senior PSOL staff that have been running for more than 3 academic years.</td>
<td>To support continuous development.</td>
<td>Governance and personnel reporting rules for auditing and reporting performance. Use of recommended vendors and suppliers. Self-assessment forms for &quot;mature phase&quot; stage. Case studies of other existing schools at this stage (e.g. established and otherwise).</td>
<td>Best practice sharing facilitated by early established PSOL. Established PSOL meetings and workshops (as identified). Contact information for an &quot;account manager&quot; to answer questions and offer guidance on early support etc. Access to remote intervention where there is under-performance. Annual survey to inform policy and work of E Tip Fish Ear.</td>
<td>Website. Professional Development programmes (based on identified needs). Consultancy tailored to needs of established schools. Services shared with other PSOL, where identified.</td>
</tr>
</tbody>
</table>
Appendix II: E Tipu E Rea Board

Rob McLeod (Chair)

Rob McLeod has been a Chief Executive and Managing Partner of global accounting firms having just completed a near 5 year term as CEO of EY Australasia based in Sydney followed by a year as Chair of EY NZ before retirement from the Firm. Rob has been either a director or Chairman of several companies, both public and private. He has served on numerous government committees' covering capital markets, education, Maori economic development, defence, infrastructure and taxation. He was Chair of the McLeod Review of the NZ tax system and a member of the Gillard review of Australian company tax. Rob is Ngati Porou and was Lead Negotiator for the Ngati Porou Treaty Settlement. Rob was Chair of the NZ Business Roundtable and member of the Business Council of Australia. Rob was a past member of the Council and Executive Board of Chartered Accountants ANZ.

Dame Teriana Turia

Dame Teriana is a co-founder and former MP of the Māori Party, and former Labour MP. Between 2008 and 2014 she served as a minister with portfolios including Health, Whānau Ora, Disability issues and the Community and Voluntary Sector.

Before entering politics Dame Teriana was Chief Executive of Te Oranga Pa ora Health Authority and worked in Te Puea Trust. She was also manager of the Whanganui Regional Development Board Trust.

Dame Teriana left parliament and was made a Dame Companion of the New Zealand Order of Merit in 2014.

Dame Jenny Gibbs

Dame Jenny is renowned as a philanthropist and art collector whose influence in raising the profile of New Zealand art internationally is well known.

Dame Jenny was founder and chairwoman of the Patrons of the Auckland Art Gallery and the Auckland Contemporary Arts Trust, founding trustee of the Arts Foundation of New Zealand, and foundation donor and board member of the Museum of New Zealand Te Papa Tongarewa. She is a long-time member of the International Council of the Museum of Modern Art in New York.

Dame Jenny was made a Companion of the New Zealand Order of Merit in 1998, was awarded an Auckland City Distinguished Citizen Award in 2004, the Arts Foundation of New Zealand Award for Patronage in 2007, and an honorary doctorate by Auckland University in 2008.

La‘auli Michael Jones

La‘auli Michael Jones has a wealth of public and private sector experience having worked in tertiary education and Pacific economic development. Currently Director of Government and Community Relations at Metro South Pacific, a Pacific regional shipping company, La‘auli is passionate about economic and social development for Pacific people both in the Pacific and here in Aotearoa New Zealand.

Much of Michael’s time and energy is spent in working with Pacific youth and he has established and spearheaded a number of youth and community programmes including the Village Community Services Trust, The Village Sports Academy, and Pacific Advance Senior School. He is particularly passionate about youth and whanau transformation through education and mentoring.

In 1990 Michael received a Queen’s Commendation for services to the Pacific community and in 1997 he was made a Member of the New Zealand Order of Merit for services to his communities. In 2003 he was inducted into the International Rugby Hall of Fame recognizing his considerable commitment and achievements in rugby as an All Black and as a coach and player for Samoa.

Bruce Ritchie MNZM

Bruce is former principal of Massey High School in West Auckland, and has worked in a range of other schools in New Zealand.

Bruce led Massey High School from 1994 to 2014. During this time he grew the roll from 1,500 to 2,500 and the school was recognised by ERO as in the top 12% of New Zealand schools by performance. While leading Massey High School, Bruce engaged with a number of High Impact programmes for raising the achievement of students, including Te Kohahtanga, Starpath, Pathways West and Vocational Academies.

Bruce is former chair of the Auckland Secondary Schools’ Principals’ Association and is currently a Trustee of Netball Waitakere. He is also Chair of Kahu Whakaaro, which is an advisory group to Kia Eke Panuku, the Ministry of Education kaupapa for raising Māori achievement led by the University of Waikato Faculty of Education.

Bruce was awarded the Member of New Zealand Order of Merit in 2015 for services to education.

Ken Rapson

Ken is the former principal of Mt Roskill Grammar and current Director of Schools Partnership at the University Auckland. During his 12 years at Mount Roskill Grammar the roll grew from 1,576 to 2,340 students and the school won the inaugural Goodman Fielder School of the Year Award.

His service outside boards includes being an executive member of the Auckland Secondary School Heads Association, trustee of the New Zealand Education and Scholarship Trust, and a member of the University’s Community Advisory Group. Prior to joining Mt Roskill as Principal, Ken was a Deputy headmaster at Auckland Grammar School.
Appendix III: Chief Executive Officer Role Description

The E Tapi E Reo Board of Directors intends to appoint a Chief Executive Officer to be responsible for the executive and day-to-date management of the organisation. The below outlines that description and responsibilities that this individual will undertake.

The CEO will take responsibility for making further staffing appointments in line with the Board’s direction.

Role Description

Reporting to the Board of Trustees, the Chief Executive will be responsible for all aspects of the day-to-day running of the E Tapi E Reo Trust. This includes leadership in ensuring that existing and new and prospective Partnership Schools / Kura Hourau are operating in an environment which is allowing them to have maximum impact.

Since E Tapi E Reo is a new Trust, the Chief Executive will be responsible for:

- Completing the overall establishment of the Trust
- Establishing strong relationships with key stakeholders, including Partnership Schools / Kura Hourau Sponsors and School Leaders
- Establishing programmes of support within the Trust’s 4 work areas (outlined above)
- Recruiting additional staff and contracting other appropriate resource to deliver within these 4 work areas
- Raising funds to support the Trust’s work, including funding for the Chief Executive’s own salary beyond the first six months of appointment

Responsibilities of the Chief Executive

Key Objectives of the role

The Chief Executive will:

- Provide an overall strategic vision and leadership for the Trust according to the direction set by the Board of Trustees
- Ensure that the Trust’s purposes are delivered and that it provides benefit as set out in the Trust Deed
- Be responsible for the management and administration of the Trust within the governance and accountability frameworks established by the Board of Trustees
- Work with the Chair of the Board of Trustees to enable the Trustees to fulfill their legal and other duties, including by ensuring that the Board receives information as required (including by preparing and attending Board meetings)

Communication and representation

The Chief Executive will:

- Act as an ambassador for the Trust, networking to build and grow new and existing relationships
- Publicly communicate about and explain the Partnership School model and its key features, and uphold its integrity and quality requirements
- Use appropriate communication to deliver key messages about the Trust’s work
- Ensure that communications are accessible and meaningful to a range of stakeholders and communities, including using different channels to do so

Staff Management and Leadership

The Chief Executive will:

- Recruit and manage the Trust’s small number of employees and contractors and ensure it is a well-run organisation where colleagues feel valued and able to work effectively
- Inspire and support the team to set and meet targets and to understand how their contribution is vital to achieving the Trust’s wider strategic aims
- Ensure there are clear lines of accountability and responsibility across the team

Finance and Legal

The Chief Executive will:

- Take responsibility for the overall financial health of the Trust, including overseeing expenditure, income and reserves
- Deliver accurate reporting, including preparing an annual report and financial statements to meet Inland Revenue Department (IRD) requirements
- Appropriately manage and mitigate risk for the Trust
- Ensure the Trust meets its obligations according to the Treaty of Waitangi

Fundraising

The Chief Executive will:

- Fundraise for the Trust and make it sustainable including working with individuals, corporates and philanthropic organisations (Trusts and foundations)
- Take responsibility for the achievement of the annual income target as set by the Board of Trustees

Report to the Board of Trustees
Appendix 3 – Evaluation Criteria
**Evaluation Guidance:**

Using the guidance below consider, evaluate, score and comment on each of the points under Business Plan, Capability and Capacity in the provided template. Assess Due Diligence as either met or not met.

An overall score will be given to the proposal with an overall summary comment made and agreed upon by the panel.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Guidance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENT — significantly exceeds our requirements</td>
<td>Exceeds the requirement. Has provided clear and concise response to ALL aspects and requirements. Response is supported by sound logic, reason and detailed evidence. Exceptional demonstration by the Provider of the relevant ability, understanding, experience, skills, resource and quality measures required to provide the services. Response identifies factors that will offer potential added value, with supporting evidence.</td>
<td>9-10</td>
</tr>
<tr>
<td>GOOD — exceeds our requirements in some aspects</td>
<td>Satisfies the requirement with minor additional benefits. Has provided response to ALL aspects and requirements. Response is supported by some logic and evidence. Response provides some detail and is articulated in a way that supports the proposed services. Above average demonstration by the Provider of the relevant ability, understanding, experience, skills, resource and quality measures required to provide the services. Response identifies factors that will offer potential added value, with supporting evidence.</td>
<td>7-8</td>
</tr>
<tr>
<td>ACCEPTABLE — meets the requirements at a minimal level</td>
<td>Satisfies the requirement. Has provided response to ALL aspects and requirements. Response is supported by some logic and evidence. Response provides some detail and is articulated in a way that supports the proposed services. Demonstration by the Provider of the relevant ability, understanding, experience, skills, resource, and quality measures required to provide the services, with supporting evidence.</td>
<td>5-6</td>
</tr>
<tr>
<td>MINOR RESERVATIONS — marginally deficient</td>
<td>Satisfies the requirement with minor reservations. Has provided response to THE MAJORITY of aspects and requirements. Some minor reservations of the Provider’s relevant ability, understanding, experience, skills resource and quality measures required to provide the services, with little or no supporting evidence.</td>
<td>3-4</td>
</tr>
<tr>
<td>SERIOUS RESERVATIONS — significant issues that need to be addressed</td>
<td>Satisfies the requirement with major reservations. Considerable reservations of the Provider’s relevant ability, understanding, experience, skills, resource and quality measures required to provide the services, with little or no supporting evidence.</td>
<td>1-2</td>
</tr>
<tr>
<td>UNACCEPTABLE — significant issues not capable of being resolved</td>
<td>Does not meet the requirement. Does not comply and/or insufficient information provided to demonstrate that the Provider has the ability, understanding, experience, skills, resource &amp; quality measures required to provide the services, with little or no supporting evidence.</td>
<td>0</td>
</tr>
<tr>
<td>Score Sheet</td>
<td>Score</td>
<td>Comment</td>
</tr>
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<tr>
<td>Business Plan details:</td>
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<tr>
<td>provide the services consistent with the purpose of the grant</td>
<td></td>
<td></td>
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<tr>
<td>ensures the services are in place within 12 months of the grant agreement being made, when answering include a timeline and milestones</td>
<td></td>
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<tr>
<td>operating model is financially sustainable, and in particular how it is self-funding beyond the period of the grant</td>
<td></td>
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<tr>
<td>budget details how the grant will be expended</td>
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<tr>
<td>Capability: demonstrates the appropriate capability to successfully deliver the services including fundraising, business advisory and educational management skills and experience, together with the business management and governance skills and experience required to successfully run the organisation itself</td>
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<tr>
<td>key people skills and abilities</td>
<td></td>
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<td>key people qualifications</td>
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<tr>
<td>Key People Experience</td>
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<tr>
<td>Key People Relevant Track Record</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Capacity:** demonstrate that you will have the appropriate capacity to deliver the services

- achieve sufficient resources
- provide a resource contingency

**Due Diligence:**

- meet all legal, financial, contractual and audit requirements, including describing how will establish appropriate governance, policy and procedures, quality control, health and safety, record keeping, reporting, and manage commercial confidentiality, risk and assurance

| Due Diligence | Met or Not Met |