MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

HE PUNA MARAMA
TRUST

Te Kāpehu Whetū - Teina

PARTNERSHIP SCHOOLS KURA|HOURUA

QUARTERLY REPORT – 1st QUARTER

For the period 1 January – 31 March 2015

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

1.1 Basic Information	
Fill in the requested information below about the basic information of the school.	
Name of School	Te Kāpehu Whetū - Teina
Year Levels	0 - 6
Last quarter Enrolment Count	43
School Address – Physical	78 Tarewa Rd, Whangarei
School Address – Postal	Po Box 6020, Otaika, Whangarei, 0110
Website Address	
Name of Key Contact	Raewyn Tipene
Key Contact email address	[redacted] s 9(2)(a) OIA
Key Contact phone number	09 4384228
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews
School Leader/Principal email address	n.matthews@mokonz.co.nz
School Leader/Principal phone number	09 4384228

1.2 Organisational Structure

Describe any changes to the organisational structure made during the last quarter and/or anticipated changes. Please provide a copy of your organisational chart labelled as an Appendix. If the organisational chart has changed since the last report, please provide an updated copy.

Consider the following questions:

- ***How have you managed roles and responsibilities between Sponsor, governance and management? Have there been any challenges?***
- ***What measures are in place to ensure effective oversight of the Board and school?***

Response:

See Appendix 1: Organisational Chart

The Pouhere has responsibility for the operation of the Kura. He coordinates and manages the teaching and learning, planning and logistics of the Kura operation. The CEO provides the broad vision and supports the implementation. The CEO and Pouhere work closely together to ensure the smooth running and development of the Kura. The Pouhere reports regularly to the CEO and provides quarterly reports for tabling to the Board. The daily operation of the Kura is led by the Pouwhakaako – Lead Teacher. She works with the Pouhere to develop and implement the learning programmes, systems and processes of the Kura.

2. EXECUTIVE SUMMARY FOR THE MINISTER

An executive summary is a brief overview of a report designed to give readers a quick preview of its contents. Its purpose is to consolidate the principal points of a document in one place.

2.1 Executive Summary

Consider the following:

- *An evaluation of your overall performance for the last quarter.*
- *Outlining any organisational changes which have had a significant impact on the school.*
- *Outlining the successes the Sponsor has had. This could relate to targets in the Performance Management Framework or other milestones regarding property, whānau engagement etc.*
- *Outlining any of the Minimum Requirements which the Sponsor has not met or is not meeting.*
- *Outlining parts of the Performance Management Framework in which the Sponsor has been successful in meeting or exceeding.*
- *Any significant risks or issues.*

Response:

We have made a good start to our first year as a Kura. We have 3 fulltime pouako in place and a teacher aide. We have had two visits from ERO as part of the Readiness process and have received positive feedback from them.

We have met all of the minimum requirements of the Agreement around serious incidents, criminal activity, operation within the requirements of the Gazette Notice, staying within our maximum roll, accepting students, school hours, percentage of registered teachers and police vetting of staff. We are currently unable to meet our minimum roll requirement as we continue to move through the process of building but are confident of getting our facilities built and meeting the required school roll by the end of the year.

We have completed baseline data testing for all of our ākonga and have built learning programmes around the results for each individual ākonga.
We have worked hard to build the culture of our Kura and engage with our whānau. We have done this by:

- Holding a pōwhiri at the beginning of the Term to welcome all akonga and their whānau
- Holding individual pōwhiri for each new ākonga
- Performing at the Ngāti Hine Festival
- Attending the Te Tai Tokerau Kapa Haka Festival
- Holding a Whānau Information hui
- Having an Art Exhibition of ākonga work
- Making sure all whānau have whānau handbook that includes all of the procedural and systemic information such as the complaints policy
- Sending out a weekly pānui that gives an update on events and the learning that has been going on. We also have a
- Creating facebook page to highlight kura activity and to keep whānau informed.

Overall we are happy with our progress so far and confident of successfully meeting our obligations under the agreement.

3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

Please see the document **Guidance on preparing and submitting your Quarterly Report** *for additional information to complete this section including definitions of key terms.*

3.1 Compliance with Minimum Requirements

Clause	*Requirement*	*Met* ✓	*Not Met* ✓	*N/A* ✓
16.1(a)	*No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;*	✓		
16.1(b)	*no serious criminal activity is discovered to have taken place on the Premises;*	✓		
16.1(c)	*the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;*	✓		
16.1(d)	*the Sponsor does not exceed the Maximum Roll;*	✓		
16.1(e)	*the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;*	✓		
16.1(f)	*the School hours and term dates never reduce below the minimum levels set out in Schedule 1;*	✓		
16.1(g)	*the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;*	✓		
16.1(h)	*the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;*	✓		
16.1(i)	*the Sponsor complies with every direction given under the Act or this Agreement;*	✓		
16.1(j)	*any transport required is provided as described in Schedule 3;*			✓
16.1(k)	*the Sponsor has a person appointed as the person responsible for teaching and learning at all times;*	✓		
16.1(l)	*the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;*	✓		
16.1(m)	*the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;*	✓		
16.1(n)	*the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement;*	✓		
16.1(o)	*the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;*	✓		
16.1(p)	*the Sponsor reports to the Ministry in accordance with*	✓		

3.1 Compliance with Minimum Requirements				
Clause	***Requirement***	***Met*** ✓	***Not Met*** ✓	***N/A*** ✓
	clause 18.3 of this Agreement;			
16.1(q)	*the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;*	✓		
16.1(r)	*the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;*			✓
16.1(s)	*the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and*			✓
16.1(t)	*the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.*	✓		

Please identify in the table below if there have been any Minimum Requirements that have not been met during the last quarter. Insert more rows as necessary.

3.2 Non Compliance with Minimum Requirements			
Clause	***Requirement***	***Reason***	***Remedy***
	N/A		

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular. s 9(2)(a) OIA		
RAEWYN TIPENE ***Pou Whakarae (CEO)***	[redacted]	***30/04/15***
Print Name (position)	***Signature (electronic)***	***Date***

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1. Objectives from your Agreement

Your Objectives are specific to your School and can be found in Section 1 of Schedule 6: Performance Management System of your Agreement. Please comment on:

- *The goal(s) of each Objective.*
- *The measures used to assess achievement of each goal of the Objective.*
- *If the measures were met in the PREVIOUS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.*
- *If the measures were met in THIS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.*
- *Please provide comment(s) on your performance this quarter and the focus, if any, for the next quarter.*

The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Student Engagement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below.

***Note,** where there is some overlap between your Objectives and the Performance Standards please complete the relevant Performance Standard section below. There is no need to repeat information in the Objectives section; instead please direct the reader to the appropriate section.*

4.1.1 Objective 1: Participation

Goal(s)	*Measure(s)*	*Previous Quarter*	*This Quarter*	*Comments*
Attendance	Consistent attendance at Kura		MET	

4.1.2 Objective 2: Engagement

Goal(s)	*Measure(s)*	*Previous Quarter*	*This Quarter*	*Comments*
See section 4.3 below as part of the Performance Standards reporting.				

4.1.3 Objective 3: Retention

Goal(s)	*Measure(s)*	*Previous Quarter*	*This Quarter*	*Comments*
Stability of Roll	Stable number of students enrolled at the Kura.		MET	
Meet minimum roll requirement	Number of students enrolled at the Kura.		*PROGRESSING TOWARDS*	Due to building consent issues we are currently unable to meet

				minimum roll due to classroom sizes.

4.1.4. Objective 4: Student Achievement				
Goal(s)	***Measure(s)***	***Previous Quarter***	***This Quarter***	***Comments***
See section 4.2 below as part of the Performance Standards reporting.				

4.2 Student Achievement

4.1.1 Baseline assessments
Has the school undertaken baseline assessments of students?
Response: We undertook baseline assessment of all ākonga, Yr1-6, during the second to last week of Term 1.

4.1.2 Assessment Tools & Baseline Assessments
Please list the assessment tools used to undertake baseline assessments.
Response: For those ākonga learning in the mainly English medium classes, Yr 4-6, we used the following tools: STAR - Reading GLOSS - Maths NUMPA - Maths E-Astle - Reading/Writing PROBE - not recognised as National Standard Assessment but used for overall teacher judgment. For those ākonga in the mainly Māori medium classes, Yr1-3, we used the following tools: JAM - Maths PUKETE PANUI - Reading POU TAMATAU - Maths HE MANU TUHITUHI - Writing

4.1.3 Baseline assessment results
Please provide the baseline assessment data of your students for each year of schooling (or level of NCEA).
Response: See attached Appendices: • Appendix 2a: Maths Achievement & Progress After Years 1-3

- Appendix 2b: Reading Achievement & Progress After Years 1-3

4.1.4 Baseline assessments
Provide a commentary resulting from the analysis of your baseline assessments that demonstrates how you this will inform your practice for 2015?
Response: As a result of the baseline data collected at the end of Term 1 we will have a whole kura focus on mathematics for Term 2 as this is the area of most general weakness. We are streaming all ākonga into ability groups, drawn from the baseline data, rather than year groups in reading, writing and mathematics to help implement learning programmes that will best develop the ākonga in these areas.

4.3. Student Engagement

Partnership Schools are required to report to the Ministry regularly on aspects of student engagement. The Student Engagement performance standards are specific to your School and can be found in Section2.2 of Schedule 6: Performance Management System of your Agreement.

UNJUSTIFIED ABSENCES

Definition: *Unjustified Absences are full-day absences which are either unexplained, or the reason for the absence is not within the school's policy as a justifiable reason for the student to miss school.*

4.3.1 Unjustified Absences			
Metric: ***Measured through attendance data provided to the Ministry.***			
Performance Standard	**Previous Qtr Figure**	**Current Qtr Figure**	**Comments**
14.6	N/A	0	

STAND DOWNS

Definition: *Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.*

4.3.2 Stand downs			
Metric: ***Measured through information provided to the Ministry.***			
Performance Standard	**Previous Qtr Figure**	**Current Qtr Figure**	**Comments**
0	N/A	0	

SUSPENSIONS

Definition: *Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to lift the suspension without conditions, lift the suspension with reasonable conditions, extend the suspension with reasonable conditions for a reasonable period or exclude or expel the student.*

4.3.3 Suspensions			
Metric: ***Measured through information provided to the Ministry.***			
Performance Standard	**Previous Qtr Figure**	**Current Qtr Figure**	**Comments**
0	N/A	0	

EXCLUSIONS

Definition of EXCLUSION: *Exclusion means the formal removal of a student aged under the age of 16 from the school and the requirement that the student enrol elsewhere.*

4.3.3 Exclusion (for students under the age of 16)			
Metric: ***Measured through information provided to the Ministry.***			
Performance Standard	**Previous Qtr Figure**	**Current Qtr Figure**	**Comments**
0	N/A	0	

4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section2.3 of Schedule 6: Performance Management System of your Agreement.

See Appendix 3: Financial Performance

4.4.1 Operating Surplus

Metric: *Measured through information provided to the Ministry.*			
Performance Standard	**Previous Qtr Figure (%)**	**Current Qtr Figure (%)**	**Comments**
2 – 5%	N/A	[redacted] s 9(2)(b)(ii) OIA	Majority of the surplus is required to cover planned as yet unrealised expenditure in future periods.

4.4.2 Working Capital ratio

Metric: *Measured through information provided to the Ministry.*			
Performance Standard	**Previous Qtr Figure (ratio)**	**Current Qtr Figure (ratio)**	**Comments**
2:1	N/A	10.88:1	

4.4.3 Debt Equity Ratio

Metric: *Measured through information provided to the Ministry.*			
Performance Standard	**Previous Qtr Figure (%)**	**Current Qtr Figure (%)**	**Comments**
0.5:1	N/A	14.54:1	

4.4.4 Operating Cash

Metric: *Measured through information provided to the Ministry.*			
Performance Standard	**Previous Qtr Figure ($)**	**Current Qtr Figure ($)**	**Comments**
Positive cash flow forecast = actual	N/A	[redacted] s 9(2)(b)(ii) OIA	

4.4.5 Enrolment Variance

Metric: *Measured through information provided to the Ministry.*			
Performance Standard	**Previous Qtr Figure (#)**	**Current Qtr Figure (#)**	**Comments**
Establishment Roll	N/A	43	

4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance.

The Targeting Priority Learners Performance standards are specific to your School and can be found in Section2.4 of Schedule 6: Performance Management System of your Agreement.

4.5.1 Enrolment of priority learner groups

Metric: ***Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.***

Performance Standard	Previous Qtr Roll (#)	Current Qtr Roll (#)	% of student roll that identifies with at least one of the priority learner groups
75%	N/A	43	100%

Comments (if any)

All our ākonga are Māori.

4.5.2 Student Enrolments

Please provide in percentages the geographical locations where you are drawing your students from.

Response:

All of our current ākonga are from the Whangarei District Council catchment area.

100% Whangarei District Council

5. OPERATIONAL MANAGEMENT

5.1 Property

Please provide information on your school property. Consider the following topics in your response:

- *Any work or modifications you have undertaken at the Property including renovations, site development, landscaping etc since your last quarterly report.*
- *How the property and teaching/learning spaces are supporting the delivery of the curriculum.*
- *Any health and safety issues that have been identified in regards to property. If any health and safety issues have been identified, note how these have been resolved.*
- *Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).*
- *If you have a long term property plan, how you are progressing against the goals in the plan*

Response:

We haven't had any major developments in term 1 other than opening our two classrooms at the beginning of term. We can currently fit approximately 40 - 45 tamariki in the classrooms. By the end of the year we will have a whole new primary kura to accommodate our current and future rolls.

Our architects are working with Whangarei District council to get our full facilities approved and built. When we applied to the Authrorisation Board for the second kura, we had the land and the resource consent in place. The council confirmed that our resource consent was active and applicable.

We received final approval for the kura from the Board/Ministry late Sept/Oct. We initially had a build programme of 10-12 weeks expecting to have facilities ready by late Jan 2015 with building occurring over Nov/Dec/Jan.

When we went to apply for the building consent, normally a straight forward process, the council asked for a number of extra items to be completed, forcing a review of our consents. We had to get extra engineering reports on the land done, a whole new set of surveys done and a number of other technical requirements. This occurred early Nov. Council and contractors started to close down in Dec. Making it impossible to get our consent work done before Christmas.

In fairness to the council they are working to rule and have worked closely with our architects and builders to allow us to put temporary building on site until the new buildings are complete. This allowed us to open with 40 students. We have another 30 on our waiting list that we will enrol as the classes come available.

At the moment we are still waiting on the engineers report, then that will go in with the new building consent and plans. We then hope to have the building consent granted by early June (20 working days) with a 15 June start date. The build period is estimated to be 16 weeks. This is assuming that the council doesn't request further investigative work.

We now have a roll of 45 having squeezed a few more into the classrooms. Our waiting list is 30+ children and more applying weekly. We expect to fill our GMR easily this year, all going well with the building project.

5.2.1 The parents, family, whānau, iwi & community engagement plan

Please provide some information on the implementation of your parents, family, whānau, iwi and community engagement plan. Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- *How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?*
- *How effectively does the school consult with parents, family, whānau, iwi and the community?*
- *How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?*
- *How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?*
- *How well does the school communicate key information to parents, family, whānau, iwi and the community?*
- *How effective does the school report to parents, family, whānau, iwi and the community?*
- *To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?*
- *How well does the school engage with families of priority learner groups including Māori, Pasifika, students from low socio economic backgrounds and students with special education needs?*

Response:

A major focus of Term 1 as a new Kura was to embed whānaungatanga and manaakitanga among our ākonga and their whānau. We have also begun to implement the various parts of our Whānau Engagement Policy.

We have worked hard to ensure that our whānau are kept up to date on Kura events and activity and have the opportunity to participate. This has been done through the whānau handbook that includes all of the procedural and systemic information such as the complaints policy and a weekly pānui that gives an update on events and the learning that has been going on. We also have a facebook page to highlight kura activity and to keep whānau informed.

We have accessed and worked with the Ministry of Educations Special Education team (ORS), Ngāti Hine Hauora and the RTLB to help various whānau received support. Early in Term 2 two we will be holding hui for reporting the baseline data and related learning strategies to whānau and consult with them on this and the Kura generally.

5.2.2 Community and educational partnerships

Please provide a list of the partnerships with other educational or community groups the school is involved with.

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved, approx hours per month, resources involved etc
EDUCATIONAL ORGANISATIONS		
Whangarei District Library	*Book bus visits the Kura*	*Once a month*
COMMUNITY ORGANISATIONS AND GROUPS		

Ngāti Hine Health Trust	Providing support for ākonga with special learning needs	Ongoing
New Zealand Police – School Community Officer	Have met with Mario Kake and he has visited the Kura. Looking to develop a positive relationship between Kura, ākonga and the NZ Police.	As required
Whangarei District Council	Ongoing relationship for mutual support.	As required

5.3 Media

Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).

ORGANISATION/OUTLET *E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.*	NATURE OF STORY	WEB LINK (If available online) *E.g. to a news website, Radio NZ, You Tube.*

5.4 Official Complaints received by the Sponsor

Describe any official complaints (written) received by the Sponsor in the table below.

- *List one entry per complaint.*
- *This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved.*
- *Do not attach copies of complaints or your response(s) to complainants.*
- *If no complaints have been received, please state this clearly.*

COMPLAINANT *e.g. family, parent, community group*	NATURE OF COMPLAINT	RESOLUTION
No complaints received		

5.5 Challenges received under the Independent Review Framework (IRF)

Please list any instances where students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School.

- *Please refer to Schedule 8: Independent Review Process Framework (IRP) of your Agreement.*
- *List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.*
- *This summary should describe each challenge in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each challenge has been resolved under the IRP.*
- *Do not attach copies of challenges under the IRP or your response(s) to complainants.*
- *If no challenges have been received, please state this clearly below*

COMPLAINANT *e.g. family, parent, community group*	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
No complaints received		

5.6 Policies for ensuring a safe physical and emotional environment for Students

Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.

- *This question only refers to the policies related to ensuring a safe physical and emotional environment for Students. You do not need to refer to any policies outside of this scope e.g. curriculum, human resources, property etc.*
- *Any policies that have been amended by the Sponsor should be formatted into one document, clearly labelled as an Appendix. Please do not attach separate documents for each policy.*
- *Please include a list of policies below that remain the same. You do not need to provide copies of each individual policy if there have been no amendments.*

Response:

No amendments to policies.

6. RISKS AND ISSUES

Please complete the Appendix for this section. Please summarise any risks and issues in the box(es) below. If no risks or issues have been identified, please note this below. You do not need to provide an Appendix if no risks or issues have been identified.

For Sponsors who have completed the first year of operation, please include the risks and/or issues in your Appendix (if any) you highlighted in your 2014 Annual Report that were carried over for 2015.

See Appendix 4: Risks and Issues Register

6.1 Risks

Please provide a summary of any risks identified that may affect the operation of the school.

- *A **risk** is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.*
- *The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.*
- *Note, the event has not happened yet but there is a chance it could occur.*

Response:

N/A

6.2 Issues

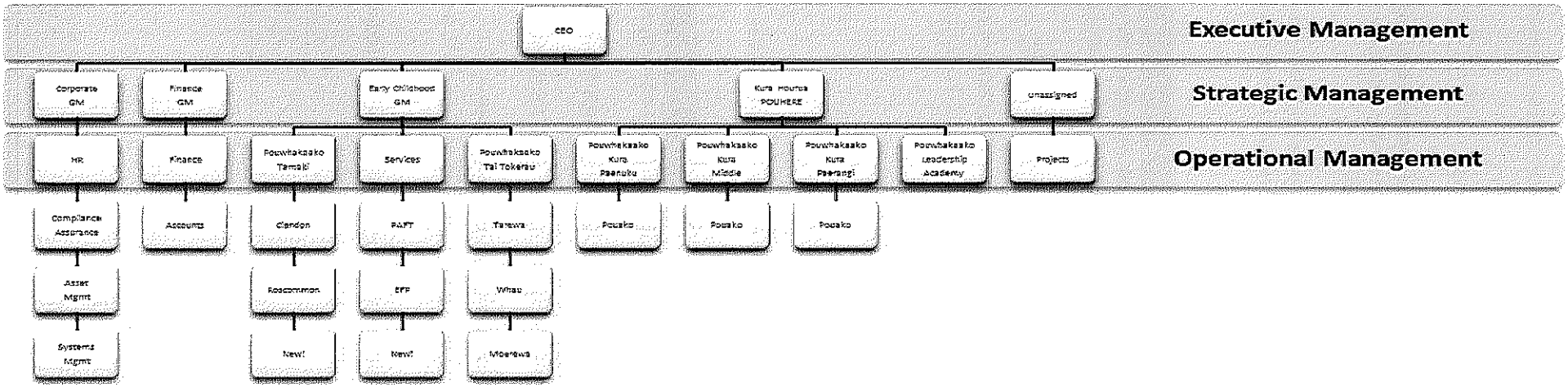
Please provide a summary of any issues identified that are currently affecting the operation of the school.

- *An **issue** is an event or condition that has already happened and has impacted or is currently impacting on your objectives.*
- *There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%.*
- *Issues are usually written in the present or past tense*

Response:

We have had an issue getting consents for our building which has reduced our current student capacity. This has been outlined in **5.2.1 Property**.

Appendix 1: Organisational Chart



Te Kāpehu Whetū Paenuku Maths Achievement & Progress - After Years 1 - 3

Name: **Ethnicity:** **D.O.B:** **Gender:**

NZ Curriculum	Numeracy Levels	After 1 Year				After 2 Years				After 3 Years			
At NZC Level 4	Stage 8												
NZC Early Level 4	Stage 7												
At NZC Level 3	Stage 6												
NZC Early Level 3													
At NZC Level 2	Stage 5												
NZC Early Level 2													
At NZC Level 1	Stage 4												
NZC Early Level 1	Stage 2/3												
	Stage 1												
Term													
Year Level													

- Well Below National Standard
- Below National Standard
- On Track
- At National Standard
- Above National Standard

Te Kāpehu Whetū Paenuku Reading Achievement & Progress - After Years 1 - 3

Name: **Ethnicity:** **D.O.B:** **Gender:**

Comprehension level 80% above

			After 1 year				After 2 years				After 3 years			
Level 3	11.5-12													
	11-11.5													
	10.5-11													
	10-10.5													
Level 2	9.5-10													
	9-9.5													
	8.5-9													
	8-8.5	Dark Yellow												
	7.5-8	Purple												
Curriculum Level 1	7-7.5	Light Blue												
	6.5-7	Orange												
		Green 3												
		Green 2												
		Green 1												
	6-6.5	Blue 3												
		Blue 2												
		Blue 1												
		Yellow 3												
		Yellow 2												
	5.5-6	Yellow 1												
		Red 3												
		Red 2												
		Red 1												
		Magenta 2												
	5-5.5	Magenta 1												
		Term												
		Year Level	After 1 year				After 2 years				After 3 years			

- Well Below National Standard
- Below National Standard
- On Track
- At National Standard
- Above National Standard

He Puna Marama Trust

Te Kapehu Whetu Teina

Financial Performance Quarterly Reporting

Quarter 1 - 1 January 2015 - 31 March 2015

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	$154,686				**$154,686**
Total Expenditure for Quarter	[redacted]				
Operating Surplus					
			s 9(2)(b)(ii) OIA		
Total Current Assets	[redacted]				
Total Current Liabilities					
Working Capital					
Working Capital Ratio	10.88:1				**10.88:1**
Total Liabilities	[redacted]				
Total Equity					
Debt Equity Ratio	14.54:1				**14.54:1**
			s 9(2)(b)(ii) OIA		
Operating Cash per Forecast	[redacted]				
Operating Cash at End of Quarter					
Enrolment at end of Quarter	40				
Financial Statements Attached	/				

Note: Majority of the surplus is required to cover planned as yet unrealised expenditure in the future periods.

Certification

I certify that He Puna Marama Trust is solvent and will remain solvent.

Signed

Name:

Date:

6.1 Risk Register

A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.

#	Assess Risk					Evaluate Risk				Monitor Risk		Support from the Ministry
Risk No.	*Date Raised*	*Risk Type*	*Risk Description*	*Risk Owner*	*Risk Status*	*Controls (Things already in place within the organisation)*	*Mitigation (Actions required)*	*Risk Rating*	*Risk Level*	*Comments and Updates*	*Date of Review*	*Please detail any support you require from the Ministry to manage the risk. Please be specific.*
001	February 2015	Capability	Our ability to attract appropriate teaching staff.	Sponsor	Open	We use our networks to promote our Kura, advertise widely and frequently.		Likely	Moderate	This is ongoing for us given we are in a small town	End of year	Continued support to mitigate negative publicity about Partnership Schools and with Teachers Unions.
002												
003												

6.2 Issues Register

An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.

#	Identifying the Issue				Analysing the Issue		Evaluating the Issue			Support from the Ministry
Issue No.	*Date Raised*	*Issue Type*	*Issue Description*	*Issue Owner*	*Issue Status*	*Issue Rating*	*Activity History and Resolution (Incl. closure date)*	*Comments and Updates*	*Date of Review*	*Please detail any support you require from the Ministry to manage the issue. Please be specific.*
001	January 2015	Capacity	Our buildings have not been completed yet.	Sponsor	Open	High	We are currently in the process of getting consents with an aim to begin in June 2015 and completed by Term 4.			
002										
003										