



MIDDLE SCHOOL WEST AUCKLAND

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	
<i>Fill in the requested information below about the basic information of the school.</i>	
Name of School	Middle School West Auckland
Year Levels	Years 7-10
Last quarter Enrolment Count	134
School Address – Physical	4341 Great North Rd, Glendene, Auckland
School Address – Postal	P.O. Box 74-276 Greenlane, Auckland 1546
Website Address	www.westauckland.school.nz
Name of Key Contact	Karen Poole
Key Contact email address	trust@villaeducation.org.nz
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Alex Metzger s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	09 972 1744

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:

Please see Appendix 1 - Organisational Structure.

The School liaises closely with the governing board, Villa Education Trust (VET). The VET has a rigorous management process which includes monthly reporting, quarterly meetings and has also included the annual ratification of the following key policy documents: Governance, Health and Safety, and Operating Procedures.

The Senior Leadership team, comprising six Academic Manager, from across the VET network of Schools now meet fortnightly to discuss a range of topics including: academic, pastoral, leadership, and administrative processes. This provides support for key senior staff and provides a forum for problem solving and professional development. Alex Metzger, Principal – MSHA, is active participant in these meetings in conjunction with the Academic Advisor of VET.

Recruitment for roles at Middle School West Auckland was undertaken over a period of four months and encompassed recruitment for both Academic and Non-Academic roles. Recruitment for academic staff commenced on 1 October 2014 and was divided into two rounds of advertising. Round One was undertaken from 1 October 2014 – 1 November 2014, and Round Two from 15 November 2014 – 5 January 2015. Recruitment for non-academic / support staff is outlined below.

Summary of Roles

Total number of roles to be filled: 13.5 FTE (10.5 academic staff and three non-academic staff)

Positions Descriptions as appended:

- Principal (1 FTE)
- Academic Manager (2 FTE)
- Community Liaison Manager (1 FTE)
- Teacher (7.5 FTE)
- Office Manager and Office Administrator (2 FTE)

Our most significant challenge was the resignation of our Principal on day one of operations. We were able to successfully fill this role and have been very pleased with all that has been achieved to support staff through their induction and first term of operation.

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:

Middle School West Auckland (MSWA) opened in 2015 fully staffed by experienced and qualified educators. The buildings were refurbished and are fit-for-purpose and the Villa Education Trust (VET) provided appropriate staffing and support through the expertise of the Academic Advisor, Business Manager, Development Manager and Assistant to the Business Manager to ensure the successful delivery of operations.

The opening of the School has been very good and the VET is confident that the appropriate foundations were set for this success. MSWA can currently accommodate a roll of 180 in three villas of 60 students, which provides for our minimum guaranteed roll. The plan for the fourth villa is currently being confirmed and will be detailed in the next quarterly report.

In Term 1 we have met the standards for all minimum requirements under the Agreement, have made progress on all of the objectives under the Agreement and our targeted/priority learners' accounts for 95% of our role. We continue to be committed to honouring the Agreement in all our undertakings.

Achievements of note include: opening on time, within implementation budget, executing a robust recruitment process and ensuring full staffing on day one of operations, a well-coordinated and multi-faceted student recruitment process and the establishment of key community and family networks within the West Auckland community. In addition, excellent financial management, the utilisation of economies of scale and strong supplier relationships via our network of Schools also means that we continue to be solvent and budgets well managed.

There have been no new risks or issues of note, and we have mitigated those that have been identified through a focus on internal staff development. The resignation of our Principal at the beginning of the term meant that an urgent recruitment process was required to fill this role. However, this was done successfully with the appointment of, highly qualified and highly experienced educator, Alex Metzger, and little to no impact on the smooth operation of the School.

The VET is very pleased with the commencement of the School and we look forward to continued development of our Villas and students over coming terms.

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.

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;	Met		
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	Met		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	Met		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	Met		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	Met		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	Met		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	Met		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	Met		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	Met		
16.1(j)	any transport required is provided as described in Schedule 3;	Met		
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	Met		
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;	Met		
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;	Met		
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;	Met		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	Met		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	Met		
16.1(q)	the Sponsor reports to parents in accordance with clause	Met		

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

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			
<i>Clause</i>	<i>Requirement</i>	<i>Reason</i>	<i>Remedy</i>

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
<i>Karen Poole</i>	<i>Karen Poole</i>	<i>30/4/15</i>
<i>Print Name (position)</i>	<i>Signature (electronic)</i>	<i>Date</i>

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: Effective Governance

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Policies	Policies finalised	N/A	MET	All policies ratified for 2015
Staff Understanding	Appropriate delegation of authority	N/A	PROGRESSING	Delivered as part of the induction process. Progressing well.

4.1.2 Objective 2: Effective holistic development with emphasis on academic achievement

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Routines	Clear expectations and settled day structure	N/A	PROGRESSING	Daily routines have been developed and are now being implemented. This will take time as student's bed into the new School and its processes.
Staff and Student Relationships	Openness of conversation	N/A	PROGRESSING	Developing well.

4.1.3 Objective 3: Relationship Development

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Community visitors	Visitors / Community Meetings	N/A	PROGRESSING	As a new School we are actively working towards greater community engagement.
Family involvement	Whānau Support Group	N/A	PROGRESSING	

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response: Yes, all students have undertaken baseline testing.

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response: PAT Testing in four key learning areas was utilised for baseline testing. This included: Mathematics, Listening, Reading Comprehension and Vocabulary. In addition there has also been an assessment of initial writing tasks, parent and student information provided on the enrolment form, reviewing previous report information and an evaluation of any specialist or psychological information provided.

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: Please see tables below:

	Reading - Comp (Average)	Reading - Vocab (Average)	Maths (Average)	Listening (Average)
Year 7 - 2015	4.48	4.15	4.42	4.12
Year 8 - 2015	4.50	3.96	4.08	4.21
Year 9 - 2015	3.24	3.48	2.81	3.14
Year 10 - 2015	3.81	3.52	3.33	3.43

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:

With our small class sizes and project based curriculum (based on the national curriculum), we are able to take into account each year level, and deliver tailored individual solutions, based on individual assessment and need. We are confident that there will be improvements on this data in coming terms and years.

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 Section 2.2 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
0.028 multiplied by the number of Students multiplied by the number of days the School is open	N/A	32%	We had 99 half days unjustified absence this term equalling 32% of the maximum 316 half days. We started a new SMS at the end of term 1 so data was transferred however a margin of error will apply. This is now rectified.

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
2.1 days per year per 100 Students	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
0.42 days per year per 100 Students	N/A	6 days actual Target 0.14 days	3 students were suspended

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
0.15 days per year per 100 Students	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 Section 2.3 of Schedule 6: Performance Management System of your Agreement.

See Appendix 2: 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		

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

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	6.92:1	Expect this to trend closer to performance standard by close of financial year

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	0.63:1	

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		

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 (160 students)	N/A	134	

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 Section 2.4 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 <u>at least one</u> of the priority learner groups
75%	N/A	134	95%
Comments (if any) We are happy that our marketing efforts have attracted the priority learners. We have developed relationships with many community groups who are referring students to us.			

4.5.2 Student Enrolments
Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
Response: Avondale 1.5%; Birkdale 0.7%; Blockhouse Bay 4.4%; Glen Eden 13.3%; Glendene 8.1%; Henderson 24.4%; Kelston 5.2%; Lincoln North 0.7%; Mangere 0.7%; Manurewa 0.7%; Massey 7.4%; Massey North 0.7%; Massey West 2.2%; Mt Albert 0.7%; New Lynn 0.7%; Ranui 6.7%; South Ranui 1.5%; Sunnyvale 2.2%; Swanson 1.5%; Te Atatu South 8.9%; Three Kings 0.7%; Titirangi 3.7%; Waitakere 0.7%; West Harbour 2.2%.

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:

A complete renovation of three Villas: Matai, Rimu and Nga Kakano took place over December 2014 and January 2015. This was extensive and included structural changes such as resizing rooms, adding sliding doors and window installation, as well as surface and remedial repairs such as new paint, and carpet. Signage was also installed. In addition, furniture for classrooms was sourced from a number of locations. There was also the installation of Wifi across the site. All renovations and furnishing was completed on time and within budget.

We have been delighted with the success of our buildings and their fit to the model that we provide. The villa in Henderson, is a shared space and this too has been a successful arrangement.

We can currently accommodate a roll of 180 in three villas of 60 students, which provides for our minimum guaranteed roll. The plan for the fourth villa is currently being confirmed and will be detailed in the next quarterly report.

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

<p><i>communication with, and information from the School?</i></p> <ul style="list-style-type: none"> • <i>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?</i>
<p>Response:</p> <p>Communication with parents, families and whānau has been multifaceted, and has covered traditional media, social media and in-person meetings. The School's Facebook page and webpage have had good traffic and regular updates in print media were also key in the months leading up to the opening of the School. In addition, flyer and poster drops were also used to reach a wide audience. Open Days and a Public Open Evening also had excellent attendance. Our Community Liaison Manager continues to develop relationships with social agencies and key community groups. To date, the School has worked really hard to establish itself in the local community.</p> <p>Activities that have been undertaken in the first quarter are listed below:</p> <ul style="list-style-type: none"> • A series of parent and student information evenings have been conducted as part of the opening of the School, these have been well attended. • Official opening conducted. This event was very successful with a high level of participation by students and family and attendance by key political supporters. • One of the first parent meetings at Glendene was successful. Parents attended the event whereby Parents asked questions of IBPs and communication with teachers and projects. Each parent was handed a Project information booklet outlining the 8 projects questions, aims and objectives as well as marking note. Attendance was lower than expected and adjustments have been made to the way that we communicate with, and engage parents as a result. • The hui in Middle School West Auckland Nga Kākano Villa was facilitated by Academic Leader Matt Dow. The hui began with a Karakia-prayer and a summary of projects of students. Work is being done to establish the separate identity that MSWA has. Parents understanding of this is increasing with our communication. • Whānau Support Group established via ballot. • Ongoing activity and whānau engagement to take place as the School settles and will be a key focus of coming terms.

5.2.2 Community and educational partnerships		
<i>Please provide a list of the partnerships with other educational or community groups the school is involved with.</i>		
<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</i>
EDUCATIONAL ORGANISATIONS		
<i>Mt Hobson Middle School</i>	<i>Sister school</i>	<i>Between 5-20 hrs per month</i>
<i>South Auckland Middle School</i>	<i>Sister School</i>	<i>Between 5-20 hours per month</i>
<i>Pacific Advance Senior School</i>	<i>Information sharing / Pathway development</i>	<i>Between 1-2 hours per month</i>
<i>Van Guard Military School</i>	<i>Information sharing / Pathway development</i>	<i>Between 1-2 hours per month</i>

<i>Schools in area</i>	Pathway development	Between 5-10 hours per month
COMMUNITY ORGANISATIONS AND GROUPS		
Church Unlimited	Landlord	Between 2-3 hours per fortnight
Auckland West Elim Church	Developing	Between 1-2 hours per month
Avondale Police	Developing	Between 1-2 hours per month
HealthWest	Developing	Between 1-2 hours per month
Henderson Baptist	Developing	Between 1-2 hours per month
Glen Eden Pacific Island Church	Developing	Between 1-2 hours per month
LIFEWISE	Developing	Between 1-2 hours per month
National Party	Developing	Between 1-2 hours per month
NZ Police	Developing	Between 1-2 hours per month
Ranui Pacific Island Church	Developing	Between 1-2 hours per month
Salvation Army	Developing	Between 1-2 hours per month
Sport Waitakere	Developing	Between 1-2 hours per month
St Andrews Church Henderson	Developing	Between 1-2 hours per month
St Giles Church	Developing	Between 1-2 hours per month
Te Atatu Union Church	Developing	Between 1-2 hours per month
Te Wananga O Aotearoa	Developing	Between 1-2 hours per month
Violence Free Waitakere	Developing	Between 1-2 hours per month
VisionWest	Developing	Between 1-2 hours per month
Walpereira Trust	Developing	Between 1-2 hours per month
Westforce Credit Union	Developing	Between 1-2 hours per month
Quest Ministries	Developing	Between 1-2 hours per month
Work and Income	Developing	Between 1-2 hours per month

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 <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	NATURE OF STORY	WEB-LINK (if available online) <i>E.g. to a news website, Radio NZ, YouTube</i>
Western Leader	New principal named for Charter School	http://fairfaxmedia.newspaperdirect.com/epaper/viewer.aspx

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 <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
Parent	Child was not wearing sunblock during PE	Students are encouraged to wear hats and sunscreen. As a middle school we encourage independence and have worked with the family to encourage their daughter to put on her hat and sunscreen during warm weather.

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 <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
None		

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 (as approved by the Minister). You do not need to provide copies of each individual policy if there have been no amendments.*

Response:

Ratification of Health & Safety Policy and Procedures for 2015 completed (please see policies below). All the same as previously submitted.

- Policy Document Title: Health & Safety Policy and Procedures
- Policy Document Title: Operational Procedures
- Policy Document Title: Cybersafety Agreement Form

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.

See Appendix 3: 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:

The Ministry identified a risk in 2014 as follows: The loss of key staff: Alwyn Poole (Academic Manager) and Karen Poole (Business Manager) may impact operations. This has been significantly mitigated by staff training, knowledge sharing and practises designed to increase shared understandings of academic and business operations.

There has been a change in membership in the Trust, which has included the replacement of one member who has resigned and the implementation of a recruitment process to increase the both the number and diversity of capabilities and experience of the members. This process will be finalised by mid-year 2015.

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:

The Sunday Star Times identified former Principal, James Haggett, as being under investigation by the Teachers Council. This issue was resolved with the resignation of Mr Haggett, and appointment of experienced leader, Alex Metzger. No longer an issue.



TE KURA MĀORI O WAATEA

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	
<i>Fill in the requested information below about the basic information of the school.</i>	
Name of School	Te Kura Māori o Waatea
Year Levels	Y1-8
Last quarter Enrolment Count	38
School Address – Physical	31 Calthorpe Close, Mangere
School Address – Postal	P O Box 23 398 Hunters Corner Auckland
Website Address	www.waatea.school.nz
Name of Key Contact	Tania Rangiheuea
Key Contact email address	[REDACTED] s 9(2)(a) OIA
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Dwayne Hudson and Tania Rangiheuea
School Leader/Principal email address	[REDACTED] s 9(2)(a) OIA
School Leader/Principal phone number	0800 922 832

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 Kura Governance Board is functioning well. It has met once a month for the quarter and received performance reports from the Tumuaki and financial reports from the Sponsor's executive representative. The Sponsor has received monthly reports that are provided directly to the MUMA Board. The MUMA executive maintains a close watching brief over the performance of the Kura.

The Curriculum Lead role, which was a role shared equally across the Kura and ECE, has been disestablished for the short to medium term. Management of the curriculum has been placed with the Senior Teacher who is relieved of 20% of their teaching duties on a weekly basis so that he can fulfil the obligations of the role. This role has been supported by our Governance facilitator Lex Hamill and his staff, cluster 9 RTLB's and Board members.

A new organisational chart showing this change has been attached.

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:

The Kura has performed well over the previous quarter. This included the Kura's very first day and the official opening which was well attended by dignitaries, including the Minister, the Right Honourable Hekia Parata, the Under Secretary to the Minister of Education, David Seymour and local Labour Ministers of Parliament. The opening received positive media coverage on main stream and Māori media channels.

The quarter started with some staffing challenges but these were quickly resolved prior to any loss of direction and momentum occurring.

The Board has quickly become both a sounding board and a forum for debating the strategic and tactical challenges that have arisen through the establishment phase. These have included the staffing challenges as well as curriculum and teaching philosophy matters. There is a good mix of skills and perspectives around the Board table.

The teaching staff have settled in and are beginning to prove they have the skills and experience to respond to the challenge of establishing a new kura.

The ability to support whānau has proved invaluable again and again as issues have arisen for the parents and whānau.

The Kura commenced with two classes consisting of tamariki across Years 1 through to 4. Class One includes tamariki at Years 1 and 2 levels and Class Two includes tamariki at Years 3 and 4 levels. For the first 2 months these classes were accommodated within a single, repurposed wharenuī large enough for a maximum of 40 tamariki. The wharenuī was organised as a combined learning space.

The new entrants were a significant learning distraction for the older tamariki so by week 4 the Kura started making use of an adjoining wharenuī on an intermittent basis. The Kura now occupies two identical wharenuī, each one comfortably accommodating 40 students. The number of tamariki per wharenuī will more than likely be kept to a maximum of 30 to ensure that there is ample space for activities.

We have started negotiating with a building manufacturer capable of supplying classrooms to our specifications at a reasonable cost. The first building we have planned is a pair of classrooms

connected by a shared foyer and bathrooms. We expect to be finalising the design and cost over May and expect that they will be available by the final term.

The parents and tamariki have quickly become a part of the fabric of daily activity at the marae. The Kura has featured throughout Māori and mainstream media, attracting significant positive commentary.

Baseline assessments have been completed and the results show that there is a variety of needs within the classes. A large proportion of the students are currently below National Standards expected levels and we are developing strategies to meet the performance targets. Our priority learners are receiving immediate attention and we expect to have IEP's in place and implemented by the end of May.

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 clause 18.3 of this Agreement;	✓		

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
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
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.	The effort required to complete this the first report was underestimated	1. Data provided for this report will remain relevant for the subsequent reports 2. The reporting process will begin earlier 3. Data for the report will be collected in an on-going manner so that it is readily available

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
Rodney Wyn Osborne		08 May 2015
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.

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
4.1.1 Objective 1: To provide a kura where children are highly valued and educated in an inclusive and safe environment with the collaborative support and effort from parents, whānau, staff and community.	To employ high quality fully qualified teaching staff	-	MET	
	To implement Whānau Ora support for whānau	-	MET	

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
4.1.2 Objective 2: To provide an education within a bilingual setting in support of the revitalisation of te reo Māori	All teaching staff are bilingual	-	MET	
	Waiata will be actively taught and practiced	-	MET	
	Teacher greetings and instructions will be in te reo	-	MET	

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
4.1.3 Objective 3: To incorporate Waldorf education practices where they align with kaupapa Māori principles and add to the educational outcomes and achievements of the kura	Connections will be made with Steiner teachers and knowledge experts	-	MET	On-going effort to establish and strengthen these relationships
	Compatible curriculum components will be adopted	-	MET	On-going development of curriculum
	Whānau Engagement	-	MET	Monthly whānau hui.
	Safe transition into classroom by students	-	MET	Each student is greeted by staff as they enter class, opportunity for staff to discover if child is well, has eaten breakfast or stressed
	Creative Learning programme is established	-	MET	Creative learning is interwoven in the core learning programmes throughout the days with weekly art and music classes
	Every child feels valued	-	MET	School wide goals and tikanga are emphasised in all learning programmes with a child centred focus. Student portfolios are fully prescribed with personal interests and goals aligned with student

	Student IEP's highlight and build upon student strengths and interests			achievement strategies.	
4.1.4. Objective 4: To ensure that our students attain high levels of achievement in literacy and numeracy, and across all nine core Te Marautanga o Aotearoa learning areas and in accordance with National Standards					
<i>Goals(s)</i>	<i>Measure(s)</i>	<i>Previous Quarter</i>	<i>This Quarter</i>	<i>Comments</i>	
To implement a curriculum that supports high levels of literacy and numeracy achievement	The curriculum receives on-going evaluation and improvement	-	MET		
The teaching staff are confident at, and able to, teach the curriculum	Suitably skilled and experienced teaching staff are employed	-	MET		
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessment is completed in first semester	-	MET		
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessments occur regularly for new tamariki	-	PROGRESSING TOWARDS		
Priority Learners are identified and adequately provided in class and school wide learning programmes	Assessments are moderated and confirmed, priority learners identified, strategies for meeting the needs of priority learners	-	-	All individual, class and school wide plans are fully prescribed and implemented.	

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response:

Yes, baseline assessments have been completed. The results are available in raw form for Reading and Mathematics. Writing assessments are completed and are in the process of being compiled and analysed.

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response:

- PM Benchmark
- JAM
- Gloss
- asTTle
- Running Records

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: Gloss Assessment Puna Rua
- Appendix 2b: Jam Assessment Puna Rua
- Appendix 2c: Jam Assessment Puna Tahi

We have whole of school and class data for math and reading. Class data for writing has just been completed and will be moderated and analysed by week ending 22 May 2015.

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:

The results show that there is a variety of needs within the classes. Some students have been assessed for certain assessments and some with other assessments according to learning needs and year level.

PM Benchmark – 3 students still to be assessed due to being absent on assessment week. These three will be assessed ASAP after RTLB has come in to help with assessment administration.

JAM Assessment – 3 more students to test. These 3 will be completed as soon as possible..

We are in the process of ability grouping the students due to the large range of learning needs and once all the data has been analysed, our teaching programmes will be tailored/ changed to suit the students' needs, particularly the priority learners.

We have started developing IEPs for the students who are well below where they should be at. It is somewhat alarming that so many of our students are so well below expected National Standard levels.

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 Section 2.2 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
0.01 x the number of students x the number of days school is open	-	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	-	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	-	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.

4.3.4 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	-	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 Section 2.3 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%	-	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 2px;"></div> <div style="border: 1px solid black; padding: 2px;">s 9(2)(b)(ii) OIA</div>	No teaching staff expenses in first month of quarter. Higher costs expected later in the year as the roll increases

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	-	3:1	Higher cash on hand due to establishment costs deferred from 2014. Higher rate of cash flow out expected later in the year as the roll increases

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	-	1:3	Current liabilities only – no long term debt

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	-	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 2px;"></div> <div style="border: 1px solid black; padding: 2px;">s 9(2)(b)(ii) OIA</div>	Higher cash on hand due to establishment costs deferred from 2014 Higher rate of cash flow out expected later in the year as the roll increases

4.4.5 Enrolment Variance			
Metric: <i>Measured through information provided to the Ministry.</i>			
Performance Standard	Previous Qtr Figure (#)	Current Qtr Figure (#)	Comments
Establishment Roll (60)	-	38	Variance = 22 students

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 Section 2.4 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 <u>at least one</u> of the priority learner groups
75%	-	38	100%
Comments (if any)			

4.5.2 Student Enrolments

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

Response:

Most students reside within a 5 km radius of the Kura and within the suburbs of Mangere (18%), Mangere East (37%), Mangere Bridge (8%), Favona (16%) and Papatoetoe (18%). There is one student from Howick (3%).

Location	Percentage
Mangere East	37%
Mangere	18%
Papatoetoe	18%
Favona	16%
Mangere Bridge	8%
Howick	3%

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:

Initially teaching commenced in a single whare. The whare is large enough for a maximum of 40 tamariki and was organised as a combined learning space for the first 6-8 weeks. The two classes consist of tamariki across Years 1 through to 4. Class One includes tamariki at Years 1 and 2 levels and Class Two includes tamariki at Years 3 and 4 levels.

The presence of new entrants was identified as a significant learning distraction for the older tamariki by week 6 and plans were developed to make use of an adjoining whare. Carpeting was laid and the Kura now occupies two identical whare. Each whare can comfortably accommodate 40 students. However, the number will more than likely be kept to a maximum of 30 to ensure that there is ample space for activities.

We have commenced negotiations with a building manufacturer capable of supplying classrooms to our specifications at a reasonable cost. The first building we have planned is a pair of classrooms connected by a shared foyer and bathrooms. We expect to be finalising the design and cost over May and expect that they will be available by the final term.

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:

Parents are regularly kept informed by newsletters, monthly whānau hui and visits by our fulltime Whānau Ora navigator who is attached to the Kura. Those whānau who have signed up to our Whānau Ora programme receive wraparound services as required.

Iwi and Community are communicated to via Waatea Radio, website and local newspaper. The Kura has attracted significant positive media coverage since opening.

The Kura has a great advantage of being part of a lead organisation, MUMA that is actively engaging with the broad community it serves and also provides wrap around services to whānau. Several of our Kura whānau are receiving such services and this means that there are flow on benefits to the children and their learning.

Furthermore, the fact that the Kura is located on the most central part of a working marae necessarily means that whānau have quickly become a part of the marae community. This creates the ideal setting for whānau to advance and express their own aspirations and learning ambitions with te reo and tikanga Māori. This is enormously beneficial for our tamariki in their learning of these things within the kura.

The sponsor, MUMA, has worked with low income whānau and Pasifika for over 30 years so is very familiar with the challenges that these communities present. The Kura is therefore able to capitalise on these capabilities.

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.

<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</i>
EDUCATIONAL ORGANISATIONS		
<i>Auckland Council Mangere Library</i>	Library Services	5 hours per week for years 1 & 2, all students involved, teacher and a teacher aide involved
<i>Auckland Council Mangere Bridge Library</i>	Library Services	5 hours per week for years 3 & 4, teacher and a teacher aide involved
<i>Auckland Council Enviro Schools</i>	Provides recycling bins and lectures	2 hours per month, on-going recycling programme in school. All students and staff involved
Oasis Education	Teacher Relief Services	0.4 teaching appointment
COMMUNITY ORGANISATIONS AND GROUPS		
MUMA	Whānau Ora	Whānau ora navigator engages with parents 0.5 position
ICAN Music	Music tuition in class	2 hours per week

5.2 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 <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	NATURE OF STORY	WEB-LINK (if available online) <i>E.g. to a news website, Radio NZ, You Tube.</i>
Radio NZ	Good relations with neighbouring schools and other charter schools	New charter school speaks out
Radio NZ	Kura provides services which promote whānau wellbeing	New charter kura 'one stop shop' for whānau
Whale Oil Beef Hooked	Good relations with neighbouring schools and other charter schools	Willie Jackson comes out punching on charter schools
Māori Television	Teaching staff requirements	Should charters schools be allowed to employ unregistered teachers
Scoop	Opening of Te Kura Māori o Waatea	South Auckland's newest Kura Hourua-Partnership School opens
MUMA	Official opening of Te Kura Māori o Waatea	Official opening of Te Kura Māori o Waatea
Māori Television	Official opening of Te Kura Māori o Waatea	Te Kura Māori o Waatea officially opened
Radio NZ	Official opening of Te Kura Māori o Waatea	Charter school opens for business
Radio NZ	Increase in enrolments for charter	Rise in charter school

5.2 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, YouTube.
	schools	<u>enrolments</u>
TVNZ	Official opening of Te Kura Māori o Waatea	<u>Minister opens new partnership school, Te Kura Māori o Waatea</u>
Radio Waatea	Official opening of Te Kura Māori o Waatea	<u>Kura goes from theory to reality</u>
Radio Waatea	Official opening of Te Kura Māori o Waatea	<u>Waatea kura puts culture and identity to fore</u>
MUMA	Official opening of Te Kura Māori o Waatea	<u>Te Kura Māori o Waatea officially opened by Hon Hekia Parata, David Seymour and MUMA CEO Willie Jackson</u>
MUMA	Official opening of Te Kura Māori o Waatea	<u>'Decile is not a destination' says Parata</u>
MUMA	Official opening of Te Kura Māori o Waatea	<u>Māori achievement is everyone's agenda' says Mr Jackson</u>
TangataWhenua.com	Official opening of Te Kura Māori o Waatea	<u>Te Kura Māori o Waatea officially opened</u>
Radio Waatea	Charter schools driving innovation for Māori in education	<u>labour MP backing innovation</u>
Māori Television	MUMA CEO Willie Jackson to establish charter school	<u>muma-ceo-willie-jackson-establish-charter-school</u>
Māori Television	Native Affairs - Charting Success	<u>Te Kura Māori o Waatea in South Auckland believe it may be the answer to Māori educational failure</u>
Manukau Courier	Charter school a boost for Māori kids	<u>Charter school a boost for Māori kids</u>
Manukau Courier	Wero laid down New School is determined it will succeed	<u>Wero laid down New School is determined it will succeed</u>

5.3 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 <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
No official complaints		

5.4 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 <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
No complaints or challenges		

5.5 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 policies have been amended

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.

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:

Our Risk table includes business and operational risks due to the current focus of our Tumuaki. There is also some training required in regards to identifying Risks versus Issues.

We are implementing a risk assessment and risk identification process which will feed into future reporting.

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:

Our Issues table includes business and operational risks due to the current focus of our Tumuaki. We are implementing an issues identification process which will feed into future reporting.

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	03 Feb 15	Operational	Transportation required for many of the Kura tamariki	Tumuaki	Active	Make use of van and bus (when available) to meet parent's expectations	Communicate with parents prior to tamariki starting	3	3	Two vans used to pick up and drop off tamariki	On-going	
002	09 Feb 15	Health & Safety	Traffic flows at drop off and pick up time	Marae Manager	Active	Speed limit signage Marae staff awareness Marking of van pick up and drop off zones Van driver awareness	Advance the development of an exclusive driveway for drop off and pick up	3	3		30 Jun 15	
003	09 Feb 15	Health & Safety	Tamariki chasing balls and other play apparatus on to the marae driveway	Marae Manager	Active	Teacher and staff awareness	Erect wire mesh fence along boundary between playground and driveway	3	3	The fence has been built	30 Jun 15	
004	23 Mar 15	Operational	Tamariki transitioning from ECC require support to minimise distraction to older tamariki	Tumuaki	Active	Preference for delayed starting age once roll issues subside	Employ teacher to focus on transitioning tamariki during morning classes	2	2		On-going	
005	16 Apr 15	Strategic	Transitory Whanau makes it difficult to keep the school roll fully subscribed	Tumuaki	Active	Flexibility in regards to the start age Maintain marketing activities	Increase size of ECC to strengthen referral pipeline	2	2		On-going	
006	12 April 15	Operational	One child causing distraction due to behavioural issues	Tumuaki	Active	Assessments in place to identify those tamariki that may pose learning challenges	Hui with Whanau to strengthen initiatives to reduce impact of behavioural issues	3	3			

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 Please detail any support you require from the Ministry to manage the issue. Please be specific.	
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
001	9 Feb 15	Health & Safety	Trip hazard across verandas	Marae Manager	Inactive	2	Add visibility strip to the top of steps in front of veranda	Visibility strips added	N/A
002	23 Feb 15	Operational	Library required to meet demand for books	Tumuaki	Inactive	2	Relocate office and paint Added shelving Books purchased and picked up Partitioning	Library functioning	N/A
003	16 Mar 15	Operational	The blended classroom is making learning difficult for older tamariki due to distractions	Tumuaki	Inactive	2	Move class 2 into adjoining whare	Class 2 has moved into adjoining whare Improvements to learning environment confirmed	N/A