



**SOUTH AUCKLAND MIDDLE SCHOOL**

## **PARTNERSHIP SCHOOLS KURA|HOURUA**

### **QUARTERLY REPORT – 1<sup>st</sup> QUARTER**

**For the period 1 January – 31 March 2015**

## CONTENTS PAGE

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<b>1. BASIC INFORMATION ABOUT THE SCHOOL.....</b>	<b>3</b>
<b>2. EXECUTIVE SUMMARY FOR THE MINISTER .....</b>	<b>4</b>
<b>3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT .....</b>	<b>5</b>
<b>4. PERFORMANCE MANAGEMENT FRAMEWORK .....</b>	<b>7</b>
4.1 Objectives from your Agreement .....	7
4.2 Student Achievement .....	8
4.3 Student Engagement .....	9
Additional Information - Student Engagement Overview .....	11
4.4 Financial performance .....	12
4.5 Targeting Priority Learners .....	13
<b>5. OPERATIONAL MANAGEMENT .....</b>	<b>14</b>
5.1 Property .....	14
5.2.1 The parents, family, whānau, iwi & community engagement plan.....	15
5.2.2 Community and educational partnerships .....	16
5.3 Media .....	17
5.4 Official Complaints received by the Sponsor .....	17
5.5 Challenges received under the Independent Review Framework (IRF) .....	18
5.6 Policies for ensuring a safe physical and emotional environment for Students .....	18
<b>6. RISKS AND ISSUES.....</b>	<b>19</b>
6.1 Risks.....	19
6.2 Issues.....	19

## 1. BASIC INFORMATION ABOUT THE SCHOOL

### 1.1 Basic Information

*Fill in the requested information below about the basic information of the school.*

<b>Name of School</b>	South Auckland Middle School
<b>Year Levels</b>	Years 7-10
<b>Last quarter Enrolment Count</b>	121
<b>School Address – Physical</b>	198 Mahia Rd, Manurewa, Auckland
<b>School Address – Postal</b>	P.O. Box 74-276 Greenlane, Auckland 1546
<b>Website Address</b>	www.southauckland.school.nz
<b>Name of Key Contact</b>	Karen Poole
<b>Key Contact email address</b>	trust@villaeducation.org.nz
<b>Key Contact phone number</b>	[REDACTED]
<b>Name of School Leader/person responsible for teaching and learning</b>	Wendy Greig s 9(2)(a) OIA
<b>School Leader/Principal email address</b>	[REDACTED]
<b>School Leader/Principal phone number</b>	09 266 6695

### 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**

There have been no changes to the organisation structure in the last three months. There are no anticipated changes to this structure in coming months. 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 Managers, 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. Wendy Greig, Principal – SAMS, is responsible for these meetings in conjunction with the Academic Advisor of VET. Staff changes have been relatively low, with only one academic staff member being replaced. Staff appraisals were completed in 2014, and all induction processes for new staff have been followed. The role of Office Manager was also replaced.

## 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:**

South Auckland Middle School (SAMS) has had an outstanding start to the 2015 academic year. The School opened with a full roll, and a full complement of academic and administrative staff who were excited about the prospect of another successful School year.

In Term 1 we have met the standards for all minimum requirements under the Agreement, have met or progressed all of the objectives under the Agreement and our targeted/priority learners' accounts for 96% of our roll. We continue to be committed to honouring the Agreement in all our undertakings.

Achievements of note include: completion of all baseline testing and an upward trend across all year groups for those who have transitioned within the School. We have also implemented a student leaders team that is recognised as being a position of note and importance, and has provided a valuable connection for staff with our student body. We have also been able to set clear standards for behaviour from the beginning of the year and a focus on the 'right tools for learning' has seen an increase in student engagement in the learning process. We are also continuing our focus on whānau and community connections and work in this area is progressing well.

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 had been identified last year through a focus on internal staff development.

We have indicated to the Ministry that we would like to expand our roll to 180, with the addition of a villa of 60 students to open in 2016. We have spoken with our landlords and have space available, which will be fit for purpose, and have agreement in principle for this to occur. We are now awaiting advice on what documentation is required to process this further.

We are very pleased with the work that has been done in Term 1, and feel confident that this year will continue to prove the value of the Villa Education Trust model.

### 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* please see notes		
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		

<b>3.1 Compliance with Minimum Requirements</b>				
<b>Clause</b>	<b>Requirement</b>	<b>Met</b> ✓	<b>Not Met</b> ✓	<b>N/A</b> ✓
<b>16.1(q)</b>	<i>the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;</i>	Met		
<b>16.1(r)</b>	<i>the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;</i>	Met		
<b>16.1(s)</b>	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>	Met		
<b>16.1(t)</b>	<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.

<b>3.2 Non Compliance with Minimum Requirements</b>			
<b>Clause</b>	<b>Requirement</b>	<b>Reason</b>	<b>Remedy</b>
<b>16.1(d)</b>	the Sponsor does not exceed the Maximum Roll;	Currently our roll is 121 students (of 120). The Ministry has asked SAMS to retain a student on the roll until he is enrolled in a new school. The student is not attending South Auckland Middle School.	The Ministry to advise of removal at their discretion. Practical roll, for purpose of teaching, is 120 as per agreement. SAMS considers our effective roll to be 120, so we have met the requirement.

<b>3.3 Sponsors Declaration</b>		
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>
<b>Print Name (position)</b>	<b>Signature (electronic)</b>	<b>Date</b>

## 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	MET	MET	All policies ratified for 2015
Staff Understanding	Appropriate delegation of authority	MET	MET	Clear delegations given to staff and followed

#### 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	MET	MET	Very settled students in 2015, and expectations set clearly from commencement
Staff and Student Relationships	Openness of conversation	MET	MET	Staff and student relationships progressing well. The wide spread support of the student leadership team also indicates a high level of understanding of our student body.

#### 4.1.3 Objective 3: Relationship Development

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Community visitors	Visitors / Community Meetings	PROGRESSING	PROGRESSING	Community meetings being planned and developed for the coming terms.
Family involvement	Whānau Advisory Group / Te Tapua Timi	PROGRESSING	MET	Advisory group formed and we see this working well in 2015.

## 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 table below, as an average of PAT test results at the start of 2015.

	Reading - Comp (Average)	Reading - Vocab (Average)	Maths (Average)	Listening (Average)
Year 7 - 2015	4.17	4.13	3.87	4.00
Year 8 - 2015	3.96	4.24	4.04	4.24
Year 9 - 2015	4.43	4.18	4.09	4.27
Year 10 - 2015	4.88	4.17	4.30	4.00



#### 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. Baseline testing indicates an improvement from 2014 to 2015 for all year groups moving within the School. Further, comparisons of 2014 Year 7 entrants, to 2015 Year 7 entrants indicates that a very similar level of academic performance at the same point in there year. Teaching staff at the SAMS feel confident that there will be continued gains in general academic performance from all students.

#### 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  0.028x120x191 full days = 641.76 (total year amount)	0	13	This represents 7 students and all issues have been addressed now with families by the Community Liaison Manager.

## 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	1	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	0	1 student	One student suspended. All processes used comply with Ministry standards.

## 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	1	0 students	

### **Additional Information - Student Engagement Overview**

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Engaging students in the academic process is an area that we believe we excel in. This is largely due to a focus on setting clear standards for behaviour, creating ownership of the learning process and providing the right tools, at the right time.

Students at SAMS understand that they are responsible for their own learning, from the beginning of the class until the end. This means coming to class prepared, and being responsible for their learning tools. This year we provided a new uniform, and stationery in all class rooms. The addition of a larger book bag has meant that students can take all of their learning tools to each class, and that they are always ready to learn. This has resulted in a dramatic change from the previous year as students are not taking equipment from others and have the standard set from day one.

High expectations of behaviour have also been enforced from day one. This includes not only ensuring responsibility for your own learning, but being aware of the impact of behaviour on the learning of others. This has worked very well to date.

Although the level of care provided is quite high, which does reduce some of the independence needed to be a learner at higher levels, as transition programme is in planned for Year 10 students in terms 3 and 4 to ensure they are prepared and supported to independence in Year 11.

#### 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

Note financial performance based on end of year financials and first quarter and a moving target as previously discussed.

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
2-5%	30.9		Previous is for 2014 period

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	10.4:1	10:1	

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	0.4:1	0.4:1	

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	\$765,222		2014 total

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
120	104	121	

#### 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%	104	121	96%

**Comments (if any):**

The School roll was full at the beginning of the year and enquiries continue to come in regularly. A waitlist for this year has been developed, and we are now building a waitlist for 2016. Early numbers indicate that there is demand for an increase of 60 students to 180 students.

Throughout the term when a student has left, due to family relocation, we have been able to immediately fill the position from our waitlist.

##### 4.5.2 Student Enrolments

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

**Response:**

Manurewa 44%; Weymouth 15%; Mangere East 9%; Mangere 5%; Clendon 4%; Manukau 3%; Papatoetoe 3%; Wattle Downs 3%; Homai 2%; Massey 2%; Papakura 2%; Flatbush 1%; Hillpark 2%; Hillsborough 1%; Mt Eden 1%; Northpark 1%; Randwick Park 1%; Takanini 1%;

## 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:**

The School was refurbished and renovated prior to the commencement of the 2014 School year. This included internal renovations to create classrooms that were fit for purpose and the addition of administration, staff, family and reception space as well as both male and female toilet blocks. This also included the addition of internet services (WiFi) across the School. Landscaping was minimal given the excellent condition of the grounds. Remedial works (touch ups to pain / carpet / and fair wear and tear) took place in January to ensure that the School was able to be presented to a high standard for the start of the 2015 year.

In addition, changes to furnishings and furniture in our Whanau Space has made this area much more inviting and welcoming and has been well utilised over the course of the term.

We have not had any health & safety issues identified.

We have indicated to the Ministry that we would like to expand our roll to 180, with the addition of a villa of 60 students to open in 2016. We have spoken with our landlords and have space available, which will be fit for purpose, and have agreement in principal for this to occur.

### 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:**

- New team assembled; Whanau Taupua Timi, or Family Support Team and first meeting held – Two more members to be selected
- Student Leaders elected and a plan for their involvement and engagement with the student body
- Parents beginning to book in for pathway meetings
- Parents of those students with mental health concerns have been requesting meetings (mostly informal) and are generally leaving with a more positive outlook
- Increasing number of families are beginning to share frustrations regarding mental health services and lack of access to funding; Community Liaison Manager, is communicating currently with a CMDHB contact
- Number of home visits has increased with positive results in terms of having higher degree of transparency
- Pathway updates have just been conducted; almost all leavers have been identified and contacted; the Community Liaison Manager has been processing some assistance requests from a few of the families
- One family has volunteered to begin the kapa haka for term 2, and we are currently in negotiation for the establishment of other cultural performance groups (i.e: Samoan)
- Parent/teacher evening held and was very positive in terms of good balance of numbers
- Project Information Evening and Celebration of Learning held. Both had good attendance and feedback, however, we recognise that our process for informing caregivers about these events could be more rigorous and the systems we used last year will be re-implemented from Term 2 onwards. It was good to identify the differences in process, and gain an understanding of what communication methods work for our families
- Fundraising – mufti day and sausage sizzle held; Student leaders utilised to facilitate this
- Auckland Transport – discussion around Travelwise week, bikes in schools, electronic signage, some cycleways in the local area
- Community hui have been attended and SAMS name is becoming more known within these

groups

- Pacific Island Studies conducted
- Manurewa Marae relationship maintained; have been in discussion regarding Te Reo tutor for Term 2 and have started to attend Maori Youth court sessions, supporting the powhiri and occasionally sitting with the kaumatua.

## 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>
<b>EDUCATIONAL ORGANISATIONS</b>		
<i>Mt Hobson Middle School</i>	Sister school	Between 5-20 hrs per month
<i>Middle School West Auckland</i>	Sister School	Between 5-20 hours per month
<i>Pacific Advance Senior School</i>	Information sharing / Pathway development	Between 1-2 hours per month
<i>Van Guard Military School</i>	Information sharing / Pathway development	Between 1-2 hours per month
<i>Schools in area</i>	Pathway development	Between 5-10 hours per month
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
<i>Elim Church</i>	Landlord and neighbour	Students involved in Youth group and school provides some help with different activities.
<i>Manurewa Marae</i>	Support and Maori culture oversight	Regular contact between parties and involvement.
<i>Habitat for Humanity</i>	Charity we support	Mufti day and sausage sizzle as fundraiser. Will be each term, this quarter had guest speaker and fundraiser.
<i>Manukau Beautification</i>	NFP that we support in their activities.	Students to participate in local area clean-up and other beautification projects.
<i>Auckland City Council</i>	Complimentary partnerships with relevant divisions of ACC.	Regular contact with various branches related to sports, education, health and community.
<i>Manukau District Health Board</i>	Health service information and provision partner	Ongoing and as required.
<i>Manurewa Community Network</i>	Service providers association in Manurewa	Attendance at regular meetings, and access to service information and provision for students.
<i>NZ Police</i>	Information and support for students and staff.	Ongoing and as required.
<i>Manurewa Business Association</i>	Information and services provision. Avenue for	Monthly meetings and ongoing.



	sponsorship and funding.	
Manukau Urban Maori Authority	Information and support.	Developing relationship.
Weymouth Cosmopolitan Club	Storage and sports facility provision.	Ongoing and daily during winter.

### 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>

### 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
None		

## 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:**

No amendments to relevant documentation. Documents from 2014 reviewed and re-ratified for 2015.

## 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 and 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

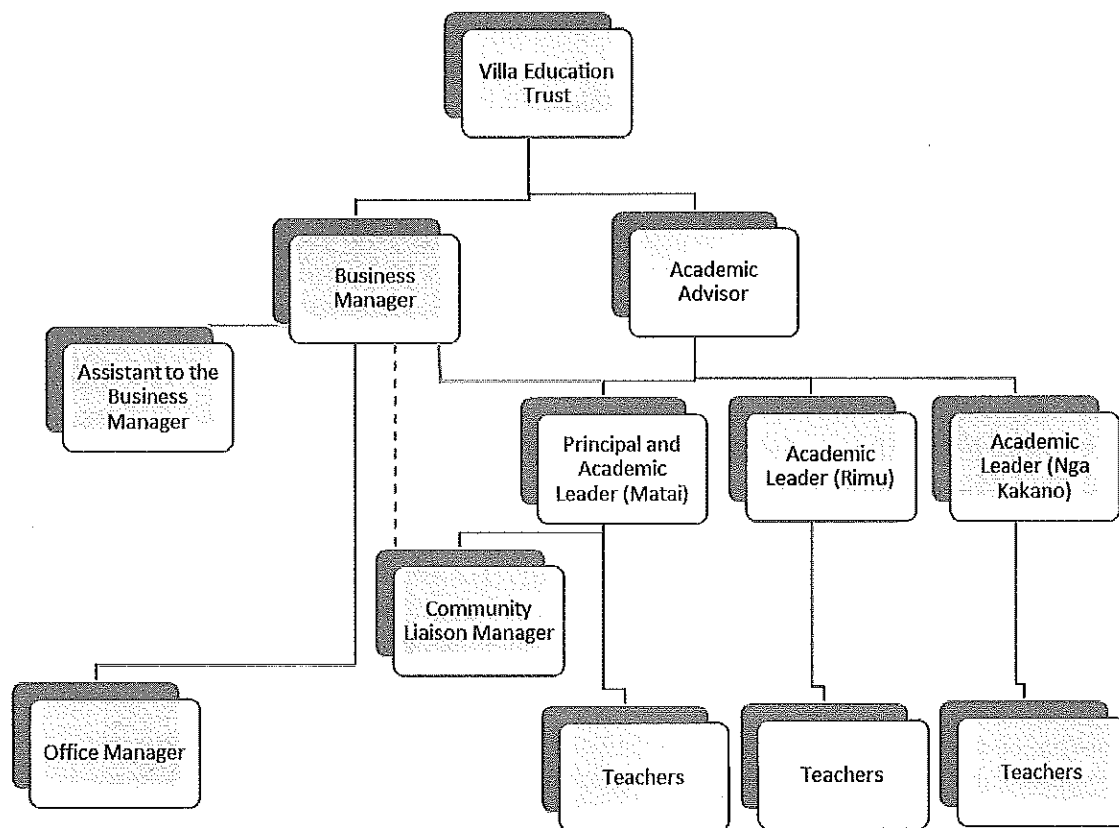
Please provide a summary of any issues identified that are currently affecting the operation of the school.

- 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:

None

## Appendix 1: Organisational Structure



## South Auckland Middle School Financial Performance Quarterly Reporting

Quarter 1 - 1 January to 31 March 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	\$381,457.00				
Total Expenditure for Quarter		s 9(2)(b)(ii) OIA			
Operating Surplus					

Total Current Assets					
Total Current Liabilities		s 9(2)(b)(ii) OIA			
Working Capital					
Working Capital Ratio	70:1				

Total Liabilities		s 9(2)(b)(ii) OIA			
Total Equity					
Debt Equity Ratio	0.4:1				

Operating Cash per Forecast		s 9(2)(b)(ii) OIA			
Operating Cash at End of Quarter					

Enrolment at end of Quarter	121				
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Financial Statements Attached	P and L				
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### Certification

I certify that Villa Education Trust is solvent and will remain solvent.

Signed

Name: Karen Poole

Date: 30/4/15

South Auckland Middle School  
1 Jan 2015-31 Mar 2015



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

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	1/09/2014	Strategic	Potential loss of capacity and intellectual property through the prolonged absence or loss of key personnel: Karen Poole and Alwyn Poole as identified by the Ministry in 2014	Sponsor	Current	Ongoing training of an Assistant to the Business Manager will increase shared intellectual property capacity and improve the ability of the Business Manager to take time out from the business. Greater shared responsibility at the Principal/Academic Leader level will further reduce the risk associated with the loss of the Academic Manager.	Ongoing training and development of the Assistant to the Business Manager role. Regular and ongoing Academic Leadership Team meetings (commenced). Greater delegation across the Marketing/Development space also spreads IT implementation of a Project and Staff Intranet will also increase information flow.	Unlikely	Very High	The sponsor is working hard to ensure a greater spread of intellectual property essential to the continuation of the business. This is progressing well.	Ongoing	None at this stage.
	002	01/03/2015	Strategic	Identified need to expand Trust and grow capability and diversity.	Sponsor	Current	Replacement of board member who resigned. Active recruitment process in place for new board members.	Recruitment process, and resulting training and induction of board members to take place by mid-year 2015.	Unlikely	Low	Progressing well.	Ongoing	None at this stage
	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										
	002										
	003										

