



**HE PUNA MARAMA**  
TRUST

**Te Kura Hourua o Whangarei Terenga Paraoa**

## **PARTNERSHIP SCHOOLS KURA|HOURUA**

### **QUARTERLY REPORT –1<sup>st</sup> 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>	
<b>Name of School</b>	Te Kura Hourua o Whangarei Terenga Paraoa
<b>Year Levels</b>	Year 9 to Year 13
<b>Last quarter Enrolment Count</b>	74
<b>School Address – Physical</b>	185 Lower Dent Street, Whangarei
<b>School Address – Postal</b>	PO Box 6020, Otaka, Whangarei
<b>Website Address</b>	<a href="http://www.mokonz.co.nz">www.mokonz.co.nz</a>
<b>Name of Key Contact</b>	Raewyn Tipene
<b>Key Contact email address</b>	[REDACTED] s 9(2)(a) OIA
<b>Key Contact phone number</b>	09 4388422
<b>Name of School Leader/person responsible for teaching and learning</b>	Dr Nathan Matthews
<b>School Leader/Principal email address</b>	<a href="mailto:n.matthews@mokonz.co.nz">n.matthews@mokonz.co.nz</a>
<b>School Leader/Principal phone number</b>	09 4388422

### 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**

No changes to the Organisational Structure since last Quarterly Report.

## 2. EXECUTIVE SUMMARY FOR THE MINISTER

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

### 2.1 Executive Summary

#### **Consider the following:**

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

#### **Response:**

We have made a good start to the new school year. There has been no major change in the structure of the organisation but we have added 4 new fulltime teaching staff. Although attracting suitably capable staff continues to be a challenge. We have also upgraded one of our buildings so that it now can be used as our Kura gymnasium.

We are on track with our medium term property development plans. We have met all of the minimum requirements of the Agreement around serious incidents, criminal activity, operation within the requirements of the Gazette Notice, staying within our maximum roll, accepting students, school hours, percentage of registered teachers and police vetting of staff.

All of our senior ākonga (Yrs11-13) have personalised learning plans which are aimed at ensuring they meet the requirements for NCEA at their individual levels whilst also developing them in terms of the special focus of our Kura, Kia Māori Kia Mātau Kia Tū Rangatira ai. All of our junior ākonga have been tested for reading, writing and mathematics using Easttle. Learning programmes and approaches have been developed based on the results of this baseline data.

We held a full pōwhiri for all new whānau and ākonga at the start of the Term and a whānau information hui mid-term. We have continued to focus on communication with whānau through our weekly panui, an end of term celebration and a policy of contacting whānau directly if there are any issues or important information they need. We also now have a Kura Facebook page that we use to disseminate pertinent information about Kura events and activity.

We have participated in a number of cultural and community orientated activity during this first quarter:

- We performed a kapa haka bracket at Te Āhuareka o Ngāti hine – Ngāti Hine Festival in Moerewa.
- We supported the Mayor and mana whenua at the Pasefika Fusion Festival in Whangārei and performed a kapa haka bracket.
- We performed a kapa haka bracket at Te Tai Tokerau Kapa Haka Festival in Opononi.
- We performed the haka pōwhiri for the Governor General and supported the mana whenua at the launch of the Esther Muriwai Foundation at Pehiaweri Marae in Whangārei.
- We had volleyball teams, boys and girls, in the Northland competition.
- We went to the waka ama nationals.

- We had ākonga compete in the Northland athletics competition and one in the North Island competition.

Our partnerships with NorthTec, The Cut Above Academy and Te Wananga o Aotearoa are going well and these allow us to supplement our curriculum to suit the individual needs of our students, particularly in the provision of Māori Art.

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

### 3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

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


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

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

<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(m)</b>	<i>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;</i>	✓		
<b>16.1(n)</b>	<i>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;</i>	✓		
<b>16.1(o)</b>	<i>the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;</i>	✓		
<b>16.1(p)</b>	<i>the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;</i>	✓		
<b>16.1(q)</b>	<i>the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;</i>	✓		
<b>16.1(r)</b>	<i>the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;</i>	✓		
<b>16.1(s)</b>	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>	✓		
<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>	✓		

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>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.		
s 9(2)(a) OIA		
RAEWYN TIPENE Pou Whakarae (CEO)		30/04/15
<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.

4.1.1 Objective 1: Participation				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Attendance	Consistent attendance at Kura	MET	MET	We monitor attendance closely and contact whānau directly if there are any patterns of non-attendance or unjustified absences.

4.1.2 Objective 2: Engagement				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
See section 4.3 below as part of the Performance Standards reporting.				

4.1.3 Objective 3: Retention				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Stability of Roll	Stable number of students enrolled at the Kura.	MET	MET	All ākonga that started at the beginning of the year stayed at the Kura
Meet minimum roll requirement	Number of students enrolled at the Kura.	MET	MET	Our minimum roll target was 70 and we began the year with 74 ākonga.

#### 4.1.4. Objective 4: Student Achievement

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
See section 4.2 below as part of the Performance Standards reporting				

## 4.2 Student Achievement

### 4.1.1 Baseline assessments

*Has the school undertaken baseline assessments of students?*

**Response:**

All Year 9 and 10 ākonga have been tested using Easstle in Reading, Writing and Mathematics

### 4.1.2 Assessment Tools & Baseline Assessments

*Please list the assessment tools used to undertake baseline assessments.*

**Response:**

Easstle – Reading, Writing and Maths

### 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: Curriculum Levels Report for Test: Autahi and Takurua
- Appendix 2b: eAsttle Graphs Y9 and Y10



#### 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 testing results give us a clear picture of where our Year 9 & 10 ākonga are situated. We have now developed strategies to help enhance their development in reading, writing and maths. We are implementing specific writing programmes, Freedom Writers and dancing with the Pen, and a Reading programme, Refresh.

We are taking a Kura wide approach to literacy so that all pouako are supporting the development of spelling, organisation, punctuation and vocabulary not just in English (as a curriculum area).

We have also used the data to implement appropriate learning plans in Mathematics.

#### 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
80.808 0.28x74x39	0	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
1.55 days per year 2.1 days per 100 students	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
0.31 days per year 0.42 days per 100 students	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.

### 4.3.3 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
0.111 days per year 0.15 days per 100 students	0	0	

## EXPULSIONS

**Definition of EXPULSION:** Expulsion means the formal removal of a student aged 16 or over from the school. If the student wishes to continue schooling he or she may enrol elsewhere.

### 4.3.5 Expulsions (for students over the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0	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%	14%	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 2px;"></div> s 9(2)(b)(ii) OIA	Majority of surplus is required to cover planned as yet unrealised expenditure in future periods.

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
2:1	16.54:1	19.13:1	

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	20.55:1	23.78:1	

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	\$74,662	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 2px;"></div> s 9(2)(b)(ii) OIA	

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure 2014 (#)	Current Qtr Figure (#)	Comments
70	53	74	

#### 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%	53	74	100%
Comments (if any)  All ākonga are Māori.			

4.5.2 Student Enrolments
Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
Response:  Whangarei District Council 74% Northland Regional Council 23.2% Kaipara District Council 2.8%

## 5. OPERATIONAL MANAGEMENT

### 5.1 Property

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

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

#### Response:

We have refurbished one of our existing buildings to serve as the Kura gymnasium. This now can accommodate netball, basketball, volleyball and badminton.

Our teaching and learning spaces are serving our purposes well and creating a very positive and flexible learning environment for our students. We have plans for a medium-long term development of our site in order to provide appropriate facilities for the growing number of students; we are currently on track with these plans.

### 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:

We continue to build and develop our engagement strategies based on our whānau engagement policy. As a Māori organisation we have a number of well established relationships in our town and region we also have many personal and professional networks that allow us to engage the

immediate kura whānau and the wider Whangarei and Māori communities. We have continued with the various forms of engagement strategy that we used in 2014.

In Term 1 2015 we:

- Began the year with a whole Kura powhiri for all new ākonga and whānau. This was also a forum where the CEO and Pouhere presented key messages about the Kura and conducted a Q&A session to get feedback from whānau.
- All whānau received the whānau handbook at the pōwhiri that outlines Kura policy, procedure etc.
- We held a hui whānau which included introducing all of the pouako and provided a formal and informal forum for whānau to feedback.
- The CEO and Pouhere presented to the Nga Hapū o Whanagarei iwi group to keep them up to date with developments in the Kura and to get their feedback.
- Weekly panui were emailed, and provided in hardcopy if needed, to all whānau.
- We have a Kura facebook page that is regularly updated with information on Kura events and activity.
- All Year 12 & 13 ākonga have had a hui whakapiki, academic development hui, with the Pouwhakahaere. This includes their whānau.

We consider our whānau at all times in terms of our decisions, whether it is the time we schedule hui, the cost of uniforms or the ways we communicate. This is a key part to our approach to education, engaging the whole whānau.

We have progressed our whānau engagement policy across all of our agreed areas and will continue to strengthen and develop these further.

## 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>		
<b>NorthTec</b>	By contract provide tertiary education. Through STAR access specific training.	Ongoing collaboration.
<b>Te Wānanga o Aotearoa</b>	By contract provide Māori Art classes for all year 9 ākonga	4 hour art classes held once weekly each. 22 ākonga
<b>CareersNZ</b>	Working together to develop career advice and planning.	Pouwhakahaere and CareersNZ staff.
<b>Cut Above Academy</b>	By contract for beauty therapy course.	7 senior ākonga, 2 week course held over successive school holiday breaks.
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
<b>Octane Youth Health</b>	A medical clinic for youth	Whānau have enrolled for GP services.
<b>Far North Crossfit</b>	Fitness Training	7 students

<b>Whangarei Family Planning Clinic</b>	Staff members providing seminar sessions with students.	2 sessions with our Year 9 and Year 10 ākonga around girls around personal and sexual health.
<b>Whangarei District Council</b>	Ongoing relationship for mutual support.	As required
<b>Hihiaua Trust</b>	Ongoing relationship related to the development of the Hihiaua block as a Māori culture and education site	As required
<b>New Zealand Police – School Community Officer</b>	Have met with Mario Kake and he has visited the Kura. Looking to develop a positive relationship between Kura, ākonga and the NZ Police.	As required

### 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
<b>No complaints received</b>		

## 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
No challenges received		

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

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

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

**Response:**

None 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.*

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

**See Appendix 4: Risks and Issues Register**

### 6.1 Risks

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

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

**Response:**

We have one ongoing risk which is our ability to attract appropriate capable teaching staff as our roll increases. Probability of 50%.

### 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*

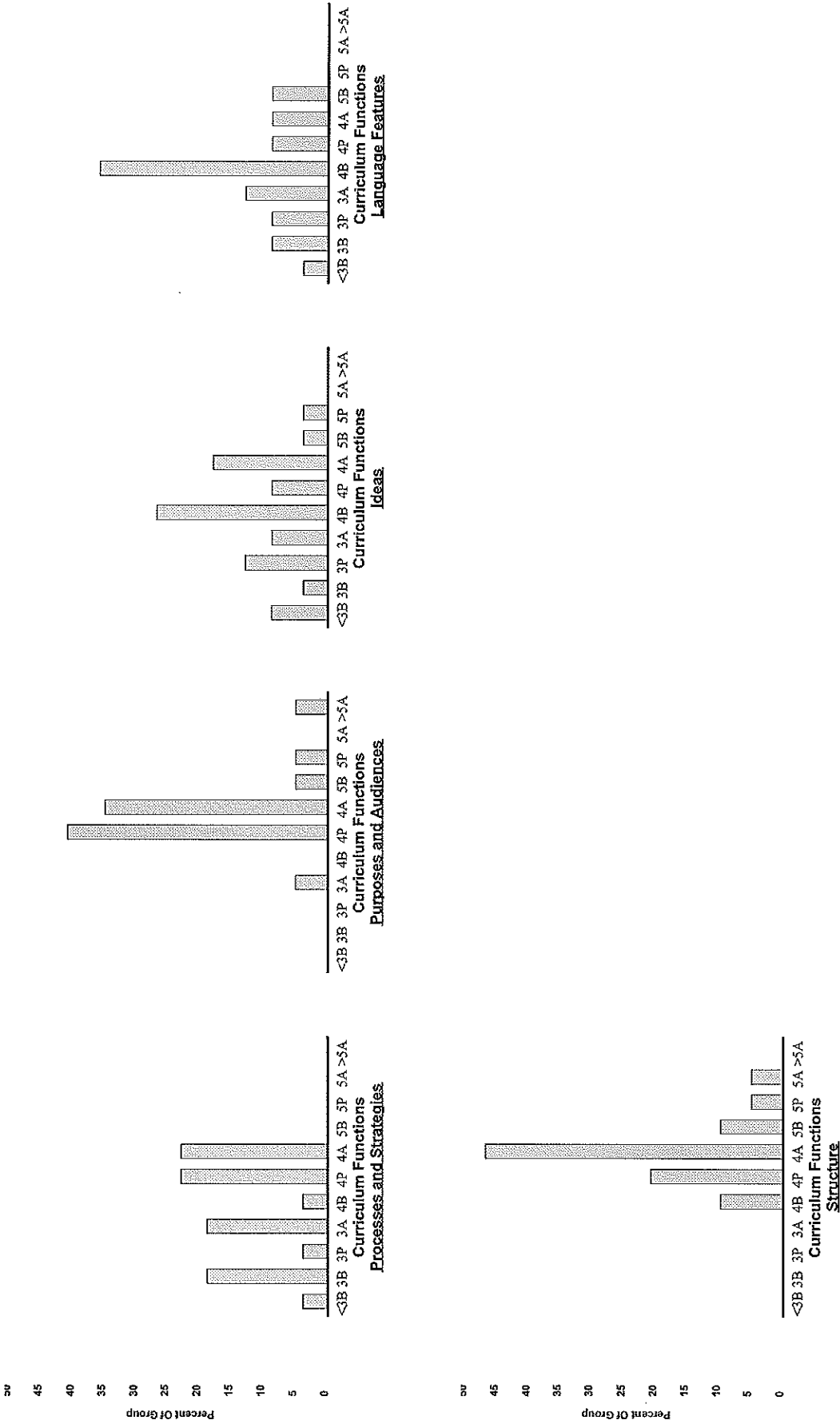
**Response:**

No current Issues identified.



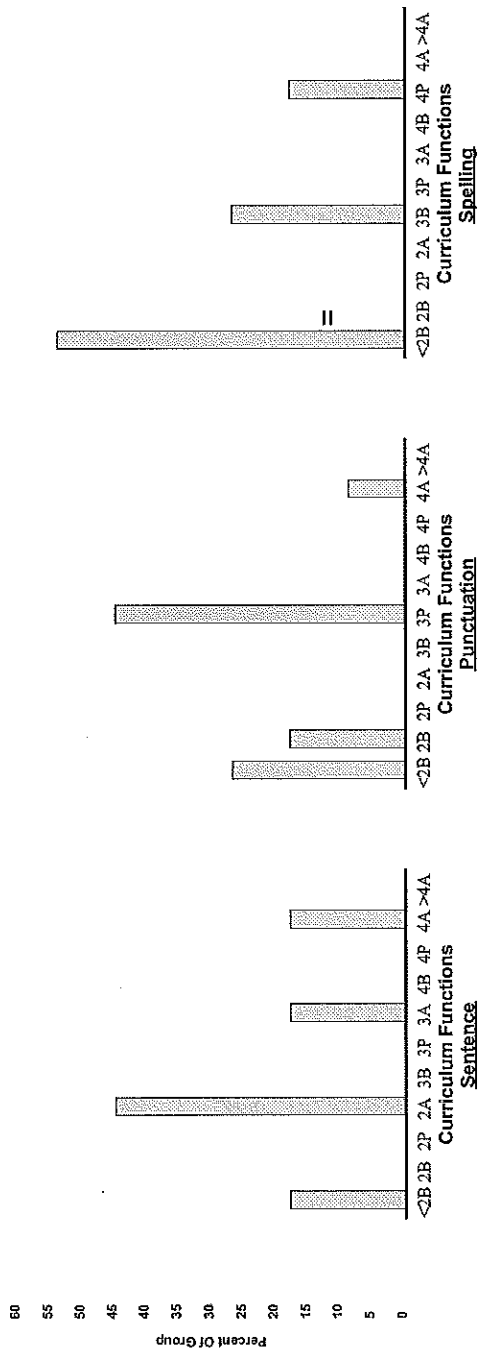
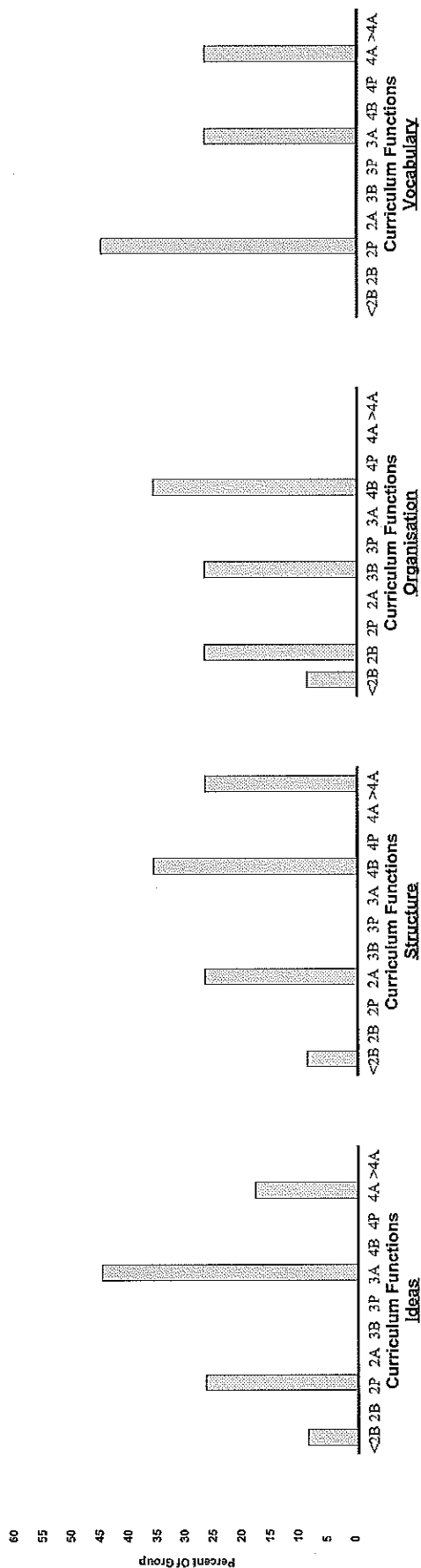
Curriculum Levels Report for Test: Autahi & Takurua  
Group: Selected Students

Date Tested: 13 April 2015

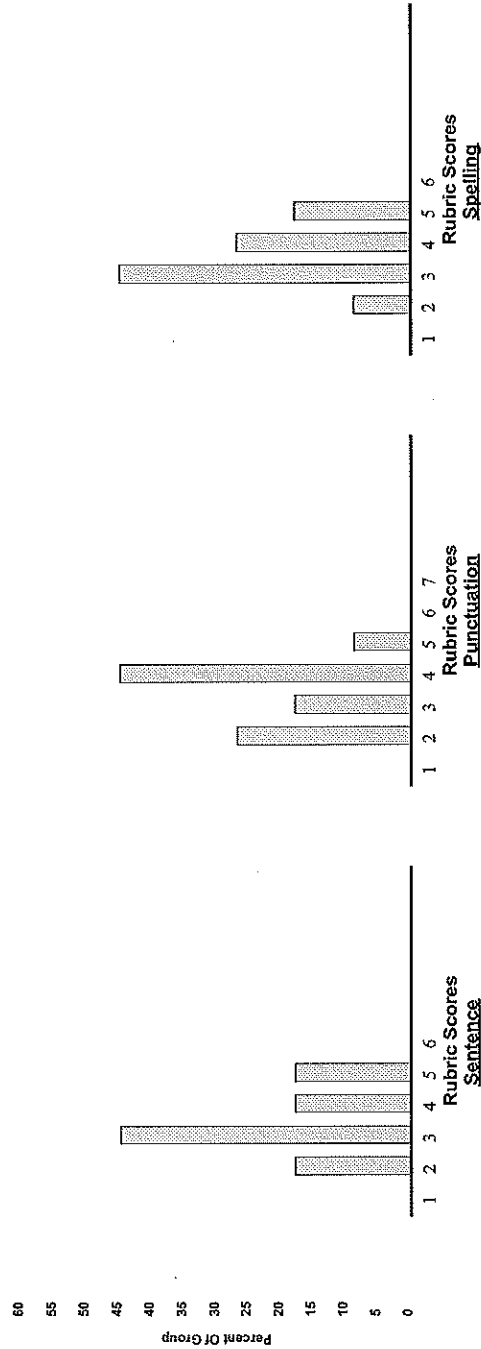
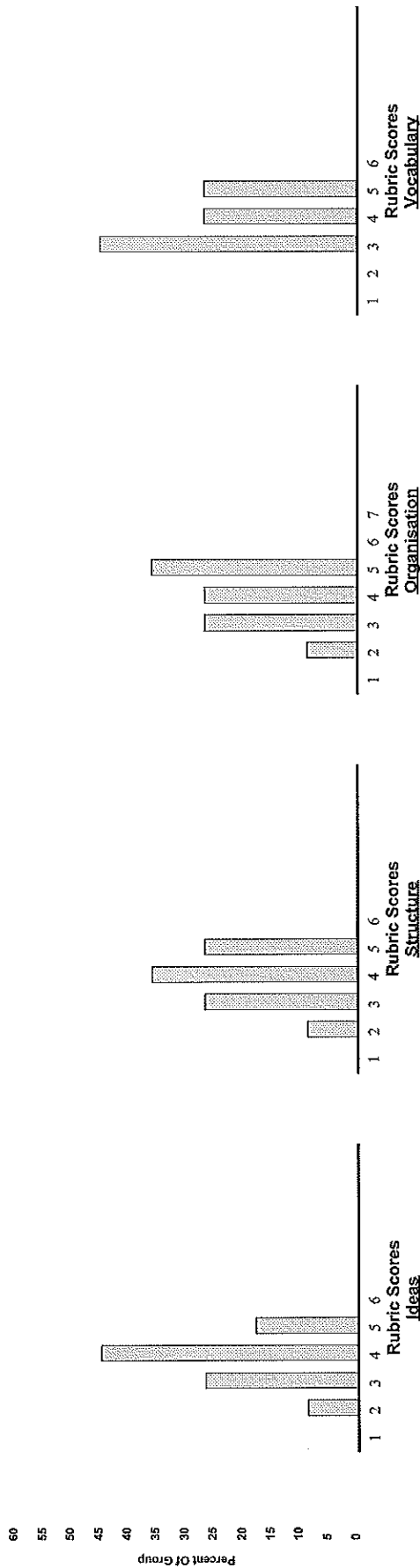


Curriculum Levels Report for Test: Autahi / Takurua  
Group: Selected Students

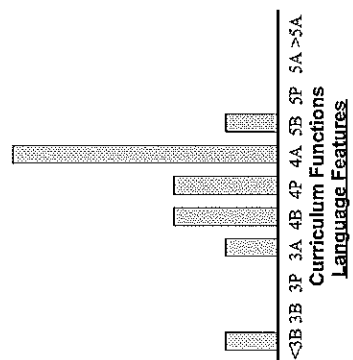
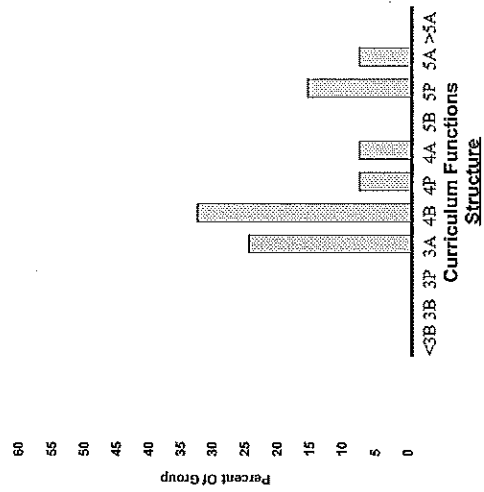
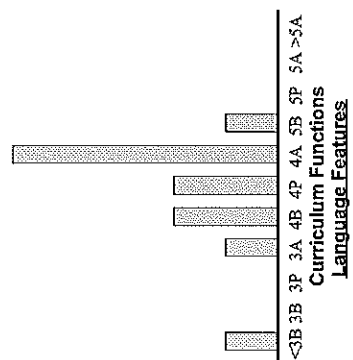
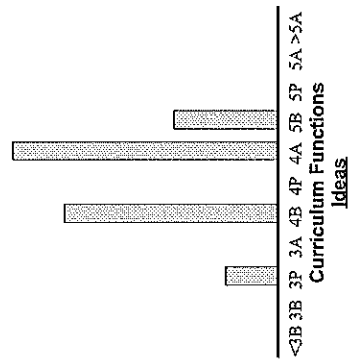
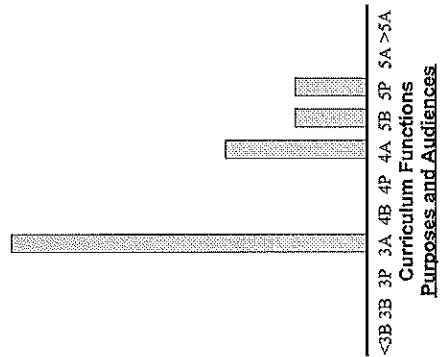
Date Tested: 13 April 2015



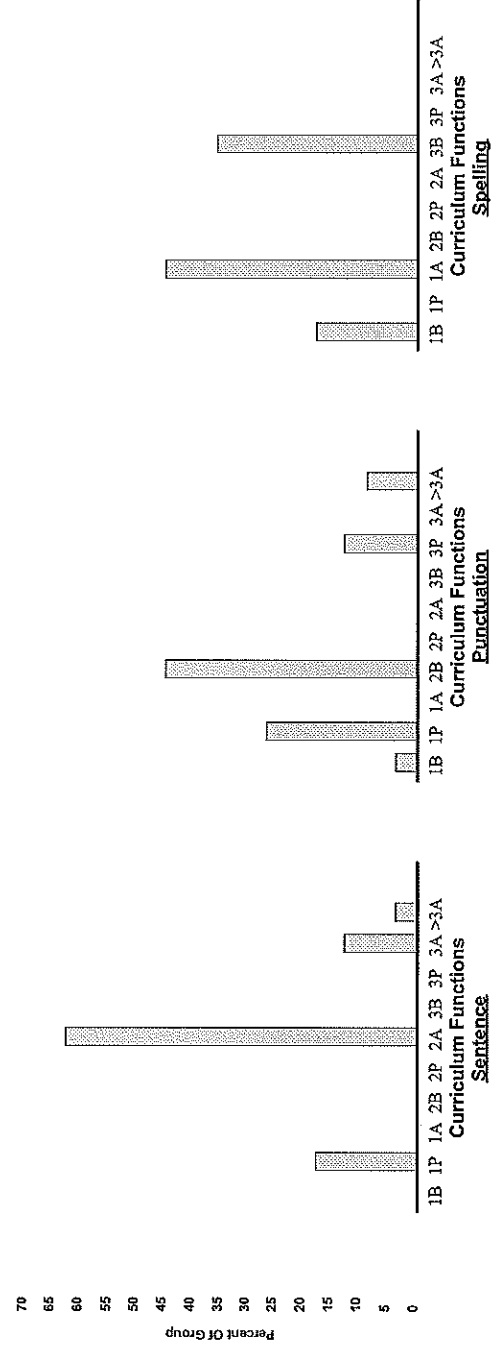
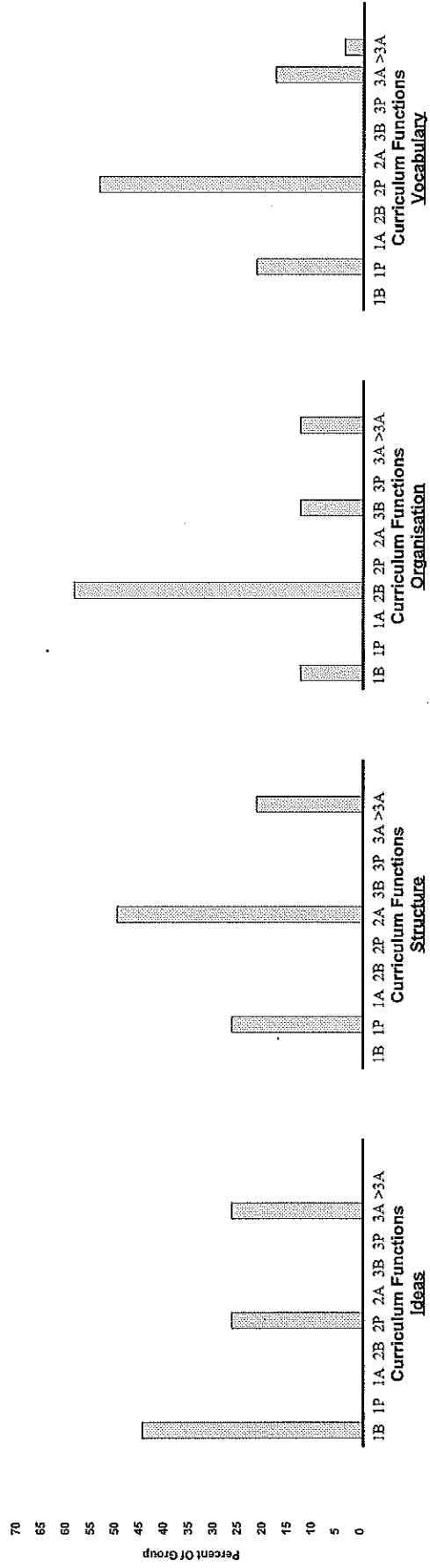
Curriculum Levels Report (Rubric Scores) for Test: Autahi / Takurua



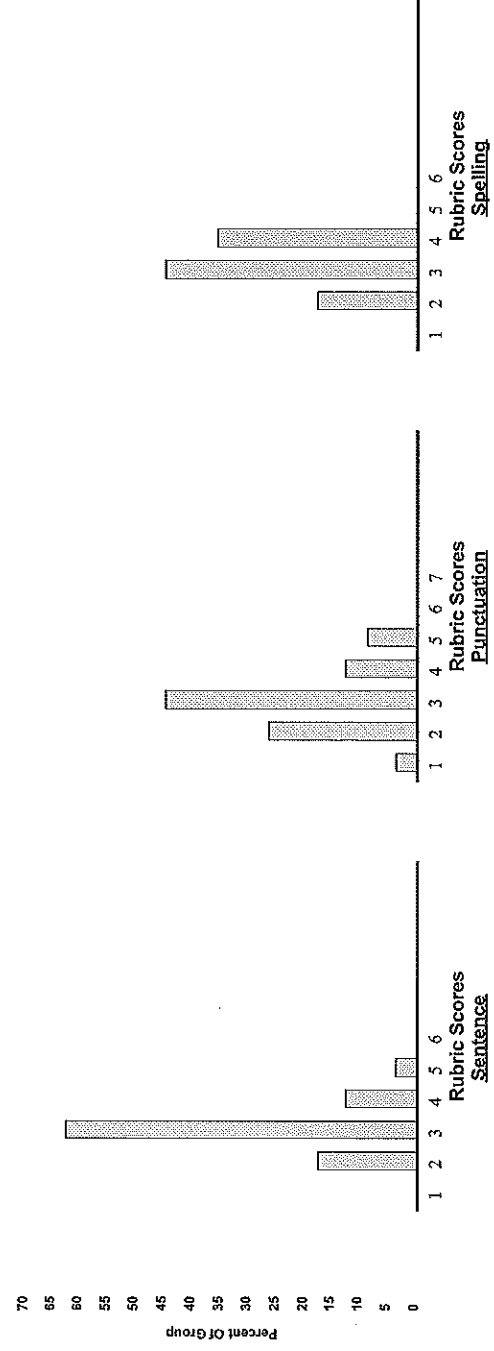
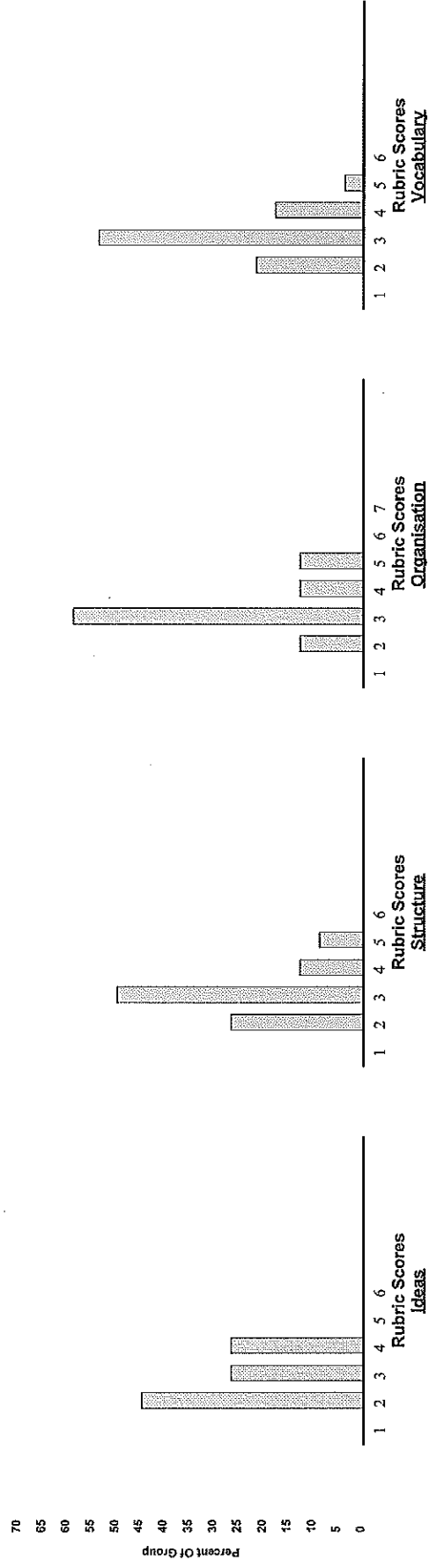
**Date Tested: 13 April 2015**



## Date Tested: 13 April 2015



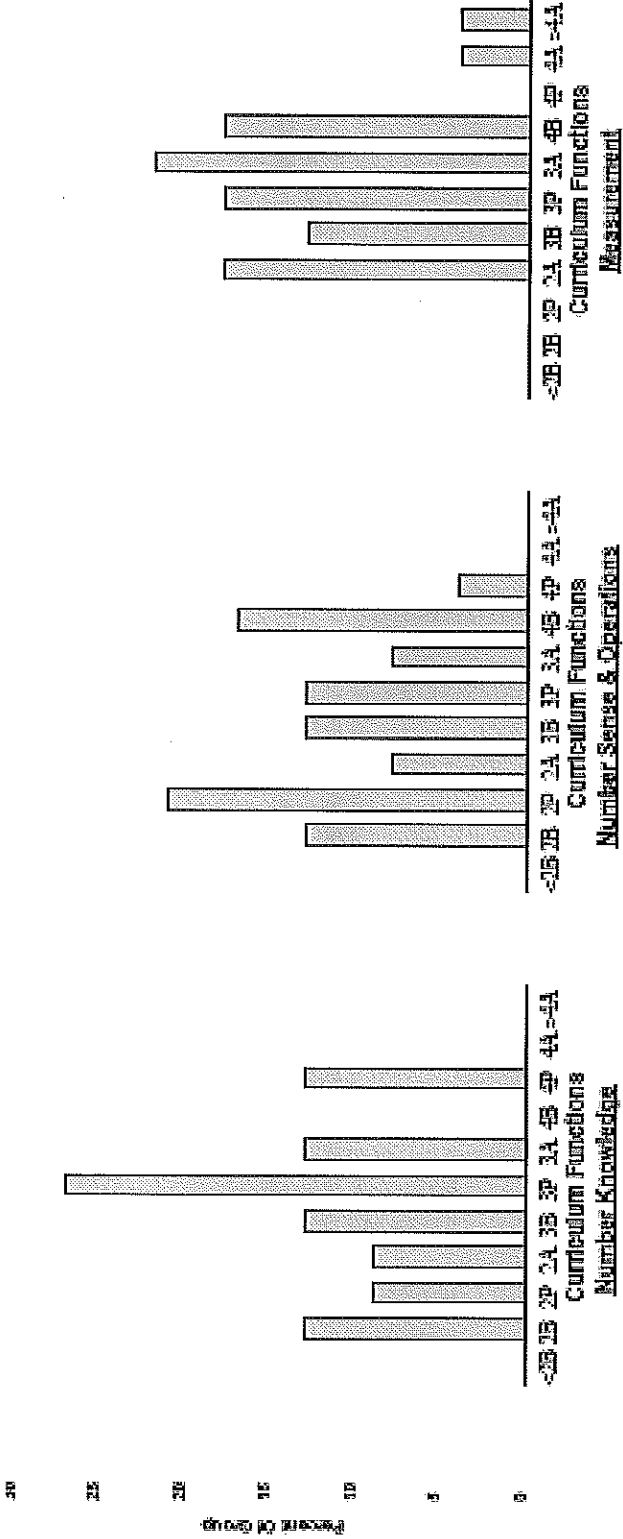
# Curriculum Levels Report (Rubric Scores) for Test: Autahi / Takurua



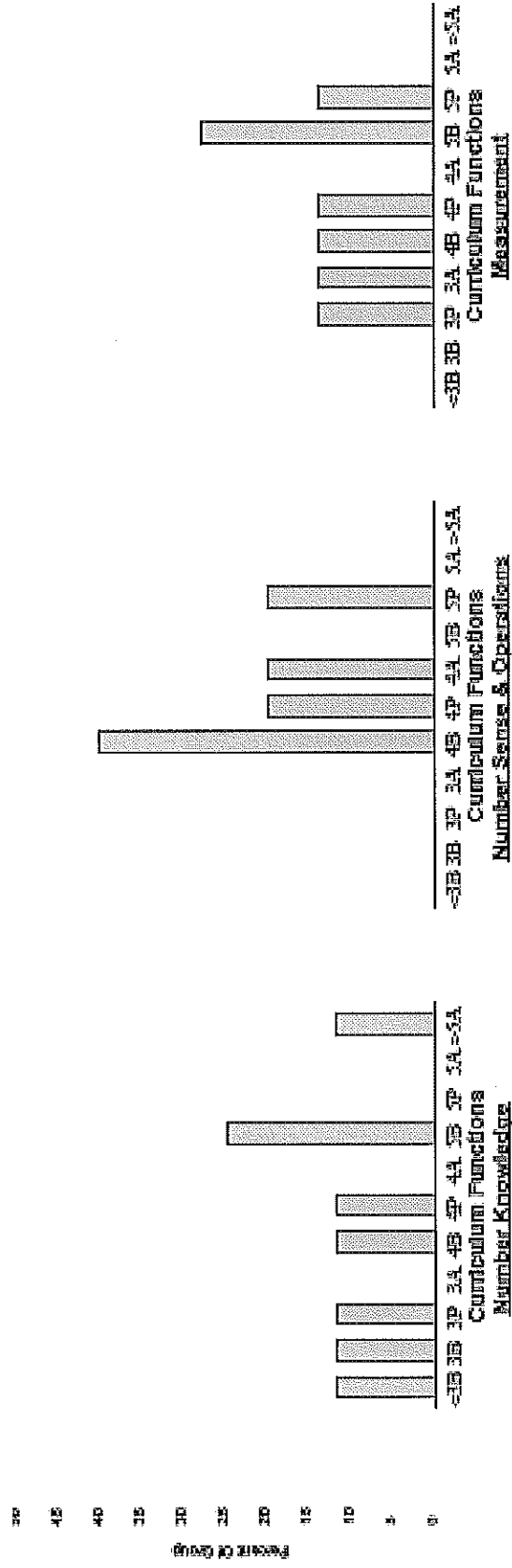


Appendix 2b: Student Achievement Data (e-AsTTle Graphs Y9 and Y10)

Autahi



# Takurua



## Appendix 3: Financial Performance

### **He Puna Marama Trust** **Te Kura Hourua o Whangarei Terenga Paraoa** **Financial Performance Quarterly Reporting**

Quarter 1 - 1 January 2015 - 31 March 2015

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	\$551,482				\$551,482
Total Expenditure for Quarter					
Operating Surplus					
	s 9(2)(b)(ii) OIA				
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	19.13:1				19.13:1
Total Liabilities					
Total Equity					
Debt Equity Ratio	23.78:1				23.78:1
Operating Cash per Forecast					
Operating Cash at End of Quarter					
	s 9(2)(b)(ii) OIA				
Enrolment at end of Quarter	74				
Financial Statements Attached	/				

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

#### **Certification**

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

Signed

Name:

Date:

6.1 Risk Register

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

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

6.2 Issues Register

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

Identifying the Issue				Analysing the Issue			Evaluating the Issue		Support from the Ministry		
#	Issue No.	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.
	001										
	002										
	003										