

Vanguard Military School

PARTNERSHIP SCHOOLS KURA | HOURUA
QUARTERLY REPORT – 1st QUARTER 2015

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	Vanguard Military School
Year Levels	11, 12 and 13.
Last quarter Enrolment Count	141 at April 1, 2015. 74 on the last day of 2014.
School Address – Physical	8 Rothwell Ave, North Harbour, Auckland
School Address – Postal	PO Box 302-770, North Harbour
Website Address	www.vanguard.school.nz
Name of Key Contact	Nick Hyde
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Rockley Montgomery s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	[REDACTED]

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: Staffing Structure

No changes have been made to the structure of the school since the annual report. Vanguard does anticipate that it will again look to employ staff prior to them being required in 2016 to train them adequately to meet the demands of our school. Vanguard continues to operate successfully with all Governance and Management roles clearly defined and working well.

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:

Vanguard Military School is pleased to report that during this quarter we received our official NZQA NCEA results. They were outstanding with a success rate of 96.2% at Level 1 and 100% at Level 2. A recent NZ Herald article allowed us to compare our results against all other Auckland Schools and we ranked 11th for Level 1 and 1st equal for Level 2.

As a school of choice for priority learners what was particularly pleasing were our results for our Maori and Pasifika students. At Level 1 92% of Maori passed and 100% of Pasifika students passed. Both Maori and Pasifika students had a 100% pass mark at Level 2. This is well above the national average.

For this first quarter of 2015 we have seen an excellent amount of engagement from the students. We have students as far away as Pukekohe travel in every day. The stats show just 45 days of unjustified absence which is a third of our allowable amount.

Vanguard is also pleased to have 141 students enrolled which is an increase from 2014.

Lastly the school has noticed that many Year 11 students are arriving at the school with poor foundation skills in certain subjects, particularly English and Maths. The school would like to notify through this document to the Ministry that it would like to establish another campus for a junior high school for Year 9 and Year 10 students to help address this issue.

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				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
	7.8 of this Agreement;			
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;			N/A will happen in May.
16.1(s)	the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and	Met		
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.	Met – I asked for and was approved to delay the annual report due to the birth of a child.		

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

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
s 9(2)(a) OIA		
NICK HYDE CEO		31 APRIL 2018
Print Name (position)	Signature (person only)	Date

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1. Objectives from your Agreement

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

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

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

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

4.1.1 Objective 1: Participation				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Student Attendance meets the PSKH Contract	Unjustified absent days are below the formulated contract figure		Our rate is 45. The amount allowed is $0.028 \times 141 \times 34 = 134$	Our unjustified absent rate is excellent. It is just a third of what our allowance is.

4.1.2 Objective 2: Engagement				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Students have pride in their school and are committed to it	Sports teams are organised, represent the school well and never default.	Met – Vanguard competed at the North Harbour Secondary Schools Rugby 7's	Met – Boys and Girls Basketball Teams are organised for the North Harbour	

		competition.	Secondary Schools Competition.	
The School is well represented at community functions.	ANZAC Day and any other event we are invited to are well attended and behaviour meets are code of conduct.	Met – Graduation was fully attended	Met – All students had returned permission slips regarding ANZAC Day 2015.	

4.1.3 Objective 3: Retention

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
Retain 75% of our eligible students from the year before.	How many students as a percentage return from Term 4 to attend the following Term 1.	N/A	78% Returned	

4.1.4. Objective 4: Student Achievement

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
PSKH performance standards for NCEA results.	Completed NCEA Qualifications are expected to be 80.9% at Level 1 and 66.9% at Level 2.		Official NZQA results for 2014 were 96.2% at Level 1 and 100% at Level 2.	Vanguard when compared with all other Auckland Schools came 11 th at Level 1 and 1 st equal at Level 2.
To assist students whose previous NCEA experience had not succeeded.	The number of students who had previously failed at NCEA who have now passed at Vanguard.	31 out of 33 gained NCEA after failing at their previous school	In progress.	This shows the added value of our Partnership School.

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response: Yes, all students are required to sit baseline assessments in Maths and English when they enrol.

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response: The assessment tools have been designed by the school.

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: This is a very large sample so I will not be submitting it but you are welcome to view it when you next visit the school.

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: Baseline data is used for several purposes.

- 1 – Identify any students who may have learning difficulties and therefore assist them.
- 2 – Use the data to help develop career plans.
- 3 – Data can be used to stream classes.

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 x 141 students x 34 days open in the first quarter = 134	This was not measured in the annual report that covered the last quarter. The question was different.	45	This is just a third of the total unjustified absences we are allowed.

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 hundred students		3 Day (3 students)	

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
.42 days per hundred students		8 Days (4 students)	

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 student	

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		3 students	

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.

Please complete all parts of the Financial Spreadsheet and attach it to your report as a clearly labelled and numbered Appendix.

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
2% - 5%	9% Annual		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	Annual 25:1	23:1	

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	Annual 0.02:1	0.02:1	

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	Annual \$940925		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
144	74	141	

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%	56/74	106/141	75%
Comments (if any)			

4.5.2 Student Enrolments
Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
<p>Response:</p> <p>South Auckland 33%</p> <p>West Auckland 26%</p> <p>North Shore 25%</p> <p>Rodney/Kaipara 16%</p>

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:

Vanguard Military School is currently leasing a premises that can cater for our eventual maximum roll. The premises provides the school with everything it needs regarding the academic requirements of our curriculum as well as the student and staff requirements regarding space, toilets and facilities that are needed for a school our size.

We have developed an additional 5 classrooms; we are building a shower block and will continue to pursue other property ideas as to roll growth. There are no health and safety concerns. The long term future plan requires the Ministry and ourselves to sit down and have discussions about how we can significantly increase our roll.

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: The following parts of our policy have been implemented and provide information and evidence of our communications with parents, family, whanau and the wider community of our school.

Events have been held like Graduation, ANZAC Day Parade, Sports fixtures and Orientation Evenings where parents are actively engaged with the school.

Reporting has been in line with our policy and has given parents information 4 times a year on a students' progress. Parent/Teacher evenings have also been held to discuss the progress.

A parental survey and the school wellbeing survey were conducted in 2014 which allowed parents, students and the school to better understand how we are all feeling about the 2014 year and allow discussion on how areas that we might improve on.

We have provided the ability for parents to engage the school through open lines of communication, we have provided a website where not only can they gain information but also contact us, newsletters are sent out every month and emails are sent directly to parents regarding any urgent matters. Our pastoral care system with section leaders also allows parents to have a direct point of call for their child's learning.

A Kapa Haka/Maori group has been established and is led by our HOD of Maori. He and the group are in the process of writing the schools own unique haka.

Through all our lines of communication we have worked hard on making sure the parents and students are aware of the expectations that the school has in every area of school life.

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>Physical Education New Zealand (PENZ)</i>	PE Association	Teacher and Curriculum PD
<i>Northern Area Region Association for Teaching English (NARATE)</i>	English Association	Teacher and Curriculum PD
<i>New Zealand Association of Maths Teachers (NZAMT)</i>	Maths Association	Teacher and Curriculum PD
<i>Auckland Secondary Schools Principals Association (ASSPA)</i>	Principals Association	
<i>Auckland Secondary Schools Heads Association (ASSHA)</i>	Principals Association	
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Bays Youth Trust</i>	MOU	Provide Careers and Guidance Support for students

<i>Greenhithe Community Trust</i>	MOU	Provide facilities for the community
<i>Westpac</i>	Business Association	
<i>Passrite</i>	Business Association	

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>
Radio New Zealand	Enrolment Numbers	Feb 3 2015
Press Release	Official NZQA results	Feb 18 2015

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

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

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: N/A

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.

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:

6.2 Issues

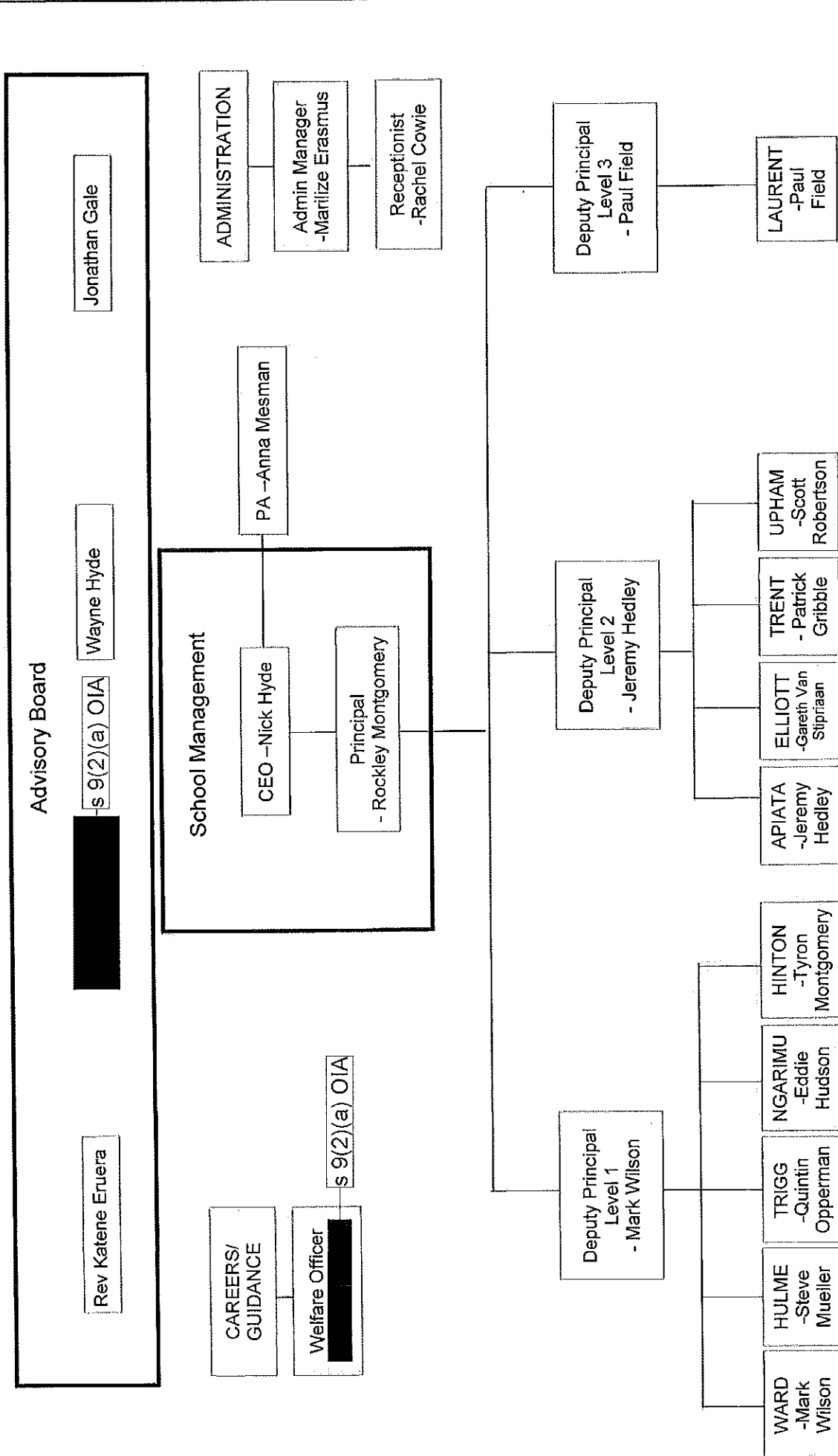
Please provide a summary of any issues identified that are currently affecting the operation of the school.

- *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:

- There are still concerns around travel funding for 2014.
- Funding for Te Reo has also not been sorted from 2014.
- Waiting on a reply around the way an 'enrol all' policy can meet the requirement of 75% priority learners.

Appendix 1: Staffing Structure



Head of Departments:

English –Sue Russell, Maths –Sharon Banks, Science –Kathy Fowler, Physical Education –Paul Field, History –Patrick Gribble, Engineering –Jeremy Hedley, Maori –Eddie Hudson, Recruit Development –Steve Mueller, Defence Force Studies –Gareth van Stipriaan, Physical Training –Scott Robertson

Vanguard Military School Financial Performance Quarterly Reporting

Quarter 1 - 1 January to 31 March 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	652,118				
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets	s 9(2)(b)(ii) OIA				
Total Current Liabilities					
Working Capital					
Working Capital Ratio	23:1				
Total Liabilities		s 9(2)(b)(ii) OIA			
Total Equity					
Debt Equity Ratio	0.022:1				
Operating Cash per Forecast	Met				
Operating Cash at End of Quarter		s 9(2)(b)(ii) OIA			
Enrolment at end of Quarter	141				
Financial Statements Attached	and Balance Sheet				

Certification

I certify that Vanguard Military School is solvent and will remain solvent.

s 9(2)(a) OIA

Signed

Name: *NICK HYDE CEO*

Date: *31 APRIL 2015*

Three pages of financial
information deleted under
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 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											
	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	2014	Transport	Vanguard has not been paid the travel payments for Route 1 and Route 2 for Terms 1, 2 and 3 of 2014.							
	002	2014	Māori Funding	Vanguard has not received payment for Māori funding it is entitled to from 2014. It also has not received payment in 2015.							
	003	2014	Contract	Enrolment Policy of enrol all but have 75% priority learners will be difficult to maintain.							