



TE KURA MĀORI O WAATEA

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 1st QUARTER

For the period 1 January – 31 March 2015

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

1.2 Organisational Structure

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

Consider the following questions:

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

Response: See Appendix 1: Organisational Chart

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

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

A new organisational chart showing this change has been attached.

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

Consider the following:

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

Response:

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

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

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

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

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

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

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

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

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

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

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

3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

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

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

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met	Not Met	N/A
		✓	✓	✓
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	✓		
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	✓		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	✓		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	✓		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	✓		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	✓		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	✓		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	✓		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	✓		
16.1(j)	any transport required is provided as described in Schedule 3;			✓
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	✓		
16.1(l)	the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	✓		
16.1(m)	the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;	✓		
16.1(n)	the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement;	✓		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	✓		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	✓		

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

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

3.2 Non Compliance with Minimum Requirements			
Clause	Requirement	Reason	Remedy
16.1(t)	The Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.	The effort required to complete this the first report was underestimated	1. Data provided for this report will remain relevant for the subsequent reports 2. The reporting process will begin earlier 3. Data for the report will be collected in an on-going manner so that it is readily available

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
Rodney Wyn Osborne		08 May 2015
Print Name (position)	Signature (electronic)	Date

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1. Objectives from your Agreement

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

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

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

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

4.1.1 Objective 1: To provide a kura where children are highly valued and educated in an inclusive and safe environment with the collaborative support and effort from parents, whānau, staff and community.			
Goal(s)	Measure(s)	Previous Quarter	This Quarter
To employ high quality fully qualified teaching staff	All teaching positions are full time	-	MET
To implement Whānau Ora support for whānau	Whānau Ora Kāiahi attached to Kura	-	MET
4.1.2 Objective 2: To provide an education within a bilingual setting in support of the revitalisation of te reo Māori			
Goal(s)	Measure(s)	Previous Quarter	This Quarter
To employ staff that are bi-lingual	All teaching staff are bilingual	-	MET
Te reo use will be woven throughout all teaching activities	Waiata will be actively taught and practiced	-	MET
	Teacher greetings and instructions will be in te reo	-	MET
4.1.3 Objective 3: To incorporate Waldorf education practices where they align with kaupapa Māori principles and add to the educational outcomes and achievements of the kura			
Goal(s)	Measure(s)	Previous Quarter	This Quarter
Connections will be made with Steiner teachers and knowledge experts	Interactions will occur on a regular basis with Steiner teachers and knowledge experts	-	MET
Compatible curriculum components will be adopted	Curriculum components that resonate with Steiner principles will be identified	-	MET
Whānau Engagement	Regular meetings with whānau, whānau are fully engaged	-	MET
Safe transition into classroom by students	Students understand the transition from outside environment to classroom learning space	-	MET
Creative Learning programme is established	Art and music classes are in place	-	MET
Every child feels valued	Child participates willingly in all classroom activities and is fully accepted by peers.	-	MET

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

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response:

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

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response:

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

4.1.3 Baseline assessment results

Please provide the baseline assessment data of your students for each year of schooling (or level of NCEA).

Response: See attached Appendices:

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

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

4.1.4 Baseline assessments

Provide a commentary resulting from the analysis of your baseline assessments that demonstrates how you this will inform your practice for 2015?

Response:

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

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

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

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

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

4.3. Student Engagement

Partnership Schools are required to report to the Ministry regularly on aspects of student engagement. The Student Engagement performance standards are specific to your School and can be found in Section 2.2 of Schedule 6: Performance Management System of your Agreement.

UNJUSTIFIED ABSENCES

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

4.3.1 Unjustified Absences			
Metric: Measured through attendance data provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0.01 x the number of students x the number of days school is open	-	0	

STAND DOWNS

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

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

SUSPENSIONS

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

4.3.3 Suspensions

Metric: Measured through information provided to the Ministry.

Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0	-	0	

EXCLUSIONS

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

4.3.4 Exclusion (for students under the age of 16)

Metric: Measured through information provided to the Ministry.

Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0	-	0	

4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section 2.3 of Schedule 6: Performance Management System of your Agreement.

See Appendix 3: Financial Performance

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
2%-5%	-	█ § 9(2)(b)(ii) OIA	No teaching staff expenses in first month of quarter. Higher costs expected later in the year as the roll increases

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
2:1	-	3:1	Higher cash on hand due to establishment costs deferred from 2014. Higher rate of cash flow out expected later in the year as the roll increases

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
0.5:1	-	1:3	Current liabilities only – no long term debt

4.4.4 Operating Cash			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (\$)	Current Qtr Figure (\$)	Comments
Positive cash flow forecast = actual	-	█ § 9(2)(b)(ii) OIA	Higher cash on hand due to establishment costs deferred from 2014 Higher rate of cash flow out expected later in the year as the roll increases

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

4.5 Targeting Priority Learners

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

The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

4.5.1 Enrolment of priority learner groups

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

Performance Standard	Previous Qtr Roll (#)	Current Qtr Roll (#)	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	-	38	100%

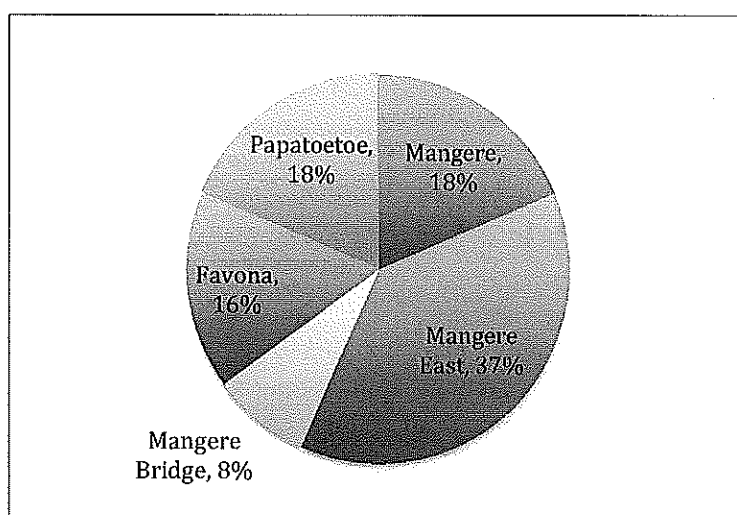
Comments (if any)

4.5.2 Student Enrolments

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

Response:

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



5. OPERATIONAL MANAGEMENT

5.1 Property

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

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

Response:

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

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

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

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

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

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

Response:

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

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

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

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

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

5.2.2 Community and educational partnerships

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

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

5.2 Media

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

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

5.2 Media

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

ORGANISATION/OUTLET <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	NATURE OF STORY	WEB-LINK (If available online) <i>E.g. to a news website, Radio NZ, You tube.</i>
	schools	<u>enrolments</u>
TVNZ	Official opening of Te Kura Māori o Waatea	<u>Minister opens new partnership school, Te Kura Māori o Waatea</u>
Radio Waatea	Official opening of Te Kura Māori o Waatea	<u>Kura goes from theory to reality</u>
Radio Waatea	Official opening of Te Kura Māori o Waatea	<u>Waatea kura puts culture and identity to fore</u>
MUMA	Official opening of Te Kura Māori o Waatea	<u>Te Kura Māori o Waatea officially opened by Hon Hekia Parata, David Seymour and MUMA CEO Willie Jackson</u>
MUMA	Official opening of Te Kura Māori o Waatea	<u>'Decile is not a destination' says Parata</u>
MUMA	Official opening of Te Kura Māori o Waatea	<u>Māori achievement is everyone's agenda' says Mr Jackson</u>
TangataWhenua.com	Official opening of Te Kura Māori o Waatea	<u>Te Kura Māori o Waatea officially opened</u>
Radio Waatea	Charter schools driving innovation for Māori in education	<u>labour MP backing innovation</u>
Māori Television	MUMA CEO Willie Jackson to establish charter school	<u>muma-ceo-willie-jackson-establish-charter-school</u>
Māori Television	Native Affairs - Charting Success	<u>Te Kura Māori o Waatea in South Auckland believe it may be the answer to Māori educational failure</u>
Manukau Courier	Charter school a boost for Māori kids	<u>Charter school a boost for Māori kids</u>
Manukau Courier	Wero laid down New School is determined it will succeed	<u>Wero laid down New School is determined it will succeed</u>

5.3 Official Complaints received by the Sponsor

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

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

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

5.4 Challenges received under the Independent Review Framework (IRF)

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

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

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

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

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

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

Response:

No policies have been amended

6. RISKS AND ISSUES

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

See Appendix 4: Risks and Issues Register

6.1 Risks

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

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

Response:

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

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

6.2 Issues

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

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

Response:

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

6.1 Risk Register

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

#	Assess Risk						Evaluate Risk			Monitor Risk			Support from the Ministry
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Risk Status	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.	
001	03 Feb 15	Operational	Transportation required for many of the Kura tamariki	Tumuaki	Active	Make use of van and bus (when available) to meet parent's expectations	Communicate with parents prior to tamariki starting	3	3	Two vans used to pick up and drop off tamariki	Ongoing		
002	09 Feb 15	Health & Safety	Traffic flows at drop off and pick up time	Marae Manager	Active	Speed limit signage Marae staff awareness Marking of van pick up and drop off zones Van driver awareness	Advance the development of an exclusive driveway for drop off and pick up	3	3		30 Jun 15		
003	09 Feb 15	Health & Safety	Tamariki chasing balls and other play apparatus on to the marae driveway	Marae Manager	Active	Teacher and staff awareness	Erect wire mesh fence along boundary between playground and driveway	3	3	The fence has been built	30 Jun 15		
004	23 Mar 15	Operational	Tamariki transitioning from ECC require support to minimise distraction to older tamariki	Tumuaki	Active	Preference for delayed starting age once roll issues subside	Employ teacher to focus on transitioning tamariki during morning classes	2	2		Ongoing		
005	15 Apr 15	Strategic	Transitory Whanau makes it difficult to keep the school roll fully subscribed	Tumuaki	Active	Flexibility in regards to the start age Maintain marketing activities	Increase size of ECC to strengthen referral pipeline	2	2		Ongoing		
006	12 April 15	Operational	One child causing distraction due to behavioural issues	Tumuaki	Active	Assessments in place to identify those tamariki that may pose learning challenges	Hui with Whanau to strengthen initiatives to reduce impact of behavioural issues	3	3				

6.2 Issues Register

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

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