



Te Pūmanawa o Te Wairua

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	
<i>Fill in the requested information below about the basic information of the school.</i>	
Name of School	Te Pūmanawa O Te Wairua
Year Levels	9 - 14
Last quarter Enrolment Count	46
School Address – Physical	3527 Russell Road, RD4 Hikurangi 0184
School Address – Postal	As above
Website Address	tkhkwangaruru.ac.nz
Name of Key Contact	Wayne Johnstone
Key Contact email address	[REDACTED]
Key Contact phone number	(09) 433 6007
Name of School Leader/person responsible for teaching and learning	[REDACTED]
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	[REDACTED]

1.2 Organisational Structure
<p><i>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.</i></p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> 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?
<p>Response:</p> <p>See Appendix 1: Organisational Structure</p> <p>Two positions were made redundant in the last quarter effectively on 2 May 2015, the said positions belonged to Natasha Sadler the Curriculum Manager and Makere Laurence-Bade the General Manager. Wayne Johnstone stepped down from the trust to commence work as the Interim CEO for the Kura. Dee-Ann Brown is the newest member of the Ngā Parirau Mātauranga Trust. Dee-Ann worked with us previously as the CEO in 2014. The Trust has received guidance from Pem Bird a judge on the 2014 and 2015 'Prime Ministers Education Excellence Awards' expert panel.</p>

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:

Term 1 of 2015 saw a Performance Notice issued to the Sponsor by the Minister of Education on the 20th February. The Notice detailed 2014 contractual concerns with (1) Unjustified student absences and (2) Enrolment variance. Highlighted also were concerns with student achievement and governance and management. The Trustees had 28 days to respond and immediately sought direction from the Mr Pem Bird, a well known and respected Maori Educationist and Principal. Advice was also taken from Te Puni Kokiri (Whangarei), student parents and whānau and others through the Trustees personal networks.

A formal response was presented to the Minister within the 28 day time frame. In addressing the Minister's contractual concerns, both the definition and correct recording of unjustified absences were systemized and recorded appropriately at the kura. Our staff responsible for this were trained and asked to phone whānau of absent students within the first hour of school, so as to determine their reasons for being absent and to record as such. We acknowledged the roll variance of 2014 and in hindsight this could have been more accurately reported by those responsible in 2014, however going forward in 2015 we noted the current contract was for a roll of 40 and we made a goal of reaching 40 by the end of term 2, 2015.

The Minister also activated her right to conduct a financial and student achievement, teaching audit of the kura. The audit was lead by members of the Deloittes team and assisted by the Education Review Office. This took place in March and we await the audit outcome.

Term 1 saw no student achievement and this was very disappointing. The reasons why are equalling distressing to the Trustees. According, we saw the need to make changes to management. This resulted in the curriculum director and school manager both being made redundant at the end of term 1. This was a major and necessary step forward for the Trustees. A senior teacher at the kura was made in charge of curriculum and teaching and a school trustee, Mr Wayne Johnstone as released as a trustee and made Interim CEO at the kura. Together they were both charged with raising student achievement in term two and to settle the kura going forward. The school continues to struggle to attract teachers who are fully qualified, which puts us over the 15% qualified teacher ratio.

The culture of the school is changing. We are more inclusive as opposed to being exclusive.

Boundaries for students and staff are re-set and zero tolerance is now the norm for adverse student (and staff) behaviour.

Our finances are in the black, however we wait in anticipation of the Deloitte's audit report and also as we progress throughout the coming term, we are prepared to be informed further as to just how stable our finances are. We have a pending claim against the Trust by a staff member who was restructured out during term 1, which potentially could also affect the budget. Our financial systems do need tidying up and this will require decisions from the trust in this regard.

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;	✓		
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		✓	

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
	<i>below the minimum percentage set out in clause 3 Schedule 4;</i>			
16.1(n)	<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>	✓		
16.1(o)	<i>the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;</i>		✓	
16.1(p)	<i>the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;</i>	✓		
16.1(q)	<i>the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;</i>	✓		
16.1(r)	<i>the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;</i>		✓	
16.1(s)	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>		✓	
16.1(t)	<i>the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.</i>		✓	

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 (l)	70% Registered teachers; 15% LAT and 15% non registered	From a total of 4 teachers, We have two non registered teachers which puts us over the 15% threshold	We are applying for LAT for one of the unregistered teachers and will most likely make the other redundant by the end of term 2.
16.1 (m)	79% curriculum time taught by Registered Teachers or holders of LAT to teach	We exceed the threshold due to two unregistered teachers	Registering one of the teachers as a LAT
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	We have not supplied the full financial template to accompany this audit	Have the required template completed and ready for the next audit.
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	We failed to produce audited accounts for this year	Going forward we will be better prepared
16.1(t)	Sponsor provides all the required reports to the Minister by the dates or within the timeframes set out in clause 18.2	Not met as this was a challenge to get the material required and was my first attempt at reporting	Be better prepared next quarter

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	
Wayne Johnstone		10 June 2015
Wayne M. Johnstone (Interim CEO)	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 5: 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
Students will experience learning success through a safe and authentic land and water curriculum (Goal 3)	Utilize local industry specialists through "The Farm" and "Moana Futures"	MET	MET
In the previous quarter (last year), most (if not all) the learning in this area (water and land curriculum) are delivered by external providers. This year, The Farm has this year been formally engaged to provide farm based learning environment for the students. Moana Futures provides sea based activities and a Day Skipper program. Papa Taio provide land based and farm curriculum (ie fencing), along with a surfing module which is also provided by O'Neil's Surfing Academy. Continued improvement in the area of achievement as an expected outcome of any student participation in all activities.			

4.1.2 Objective 2: Engagement			
Goal(s)	Measure(s)	Previous Quarter	This Quarter
Students will experience learning success upon entry, during and upon exiting from our Kura (Goal 5)	Students PLPs have been revamped to more fully explore academic achievement goals		PROGRESSING TOWARDS
Develop a culture of respect embraced by a supportive whānau. Staff, students and whānau relationships are improving (Goal 7)			PROGRESSING TOWARDS
Not sure what was happening in the area of student engagement in 2014. Changes were made to management this quarter. These changes will have realistic measures going forward.			
Student respect for each other and school property is an ongoing issue			

4.1.3 Objective 3: Retention and Recruitment			
Goal(s)	Measure(s)	Previous	This Quarter

Quarter	PROGRESSING TOWARDS	Comments
Develop a culture of self review and provide high quality character building teaching to ensure student engagement, retention and achievement (Goal 8)	Contracted for 40 students Retention is supported by student attendance	We ended 2014 with 46 Students. At the end of term 1 we had a roll of 34 students. We are recruiting through personal contacts/ networks and plan to have our target of 40 students by the end of term 2

4.1.4 Objective 4: Student Achievement			
Goal(s)	Measure(s)	Previous Quarter	This Quarter
Students will experience learning success in the 3 levels of NCEA (Goal 6)	85% success	NOT MET	PROGRESSING TOWARDS
Comments The 85% goal was unrealistic for Year 1, however we are working toward the goal with a marked increase in effort and monitoring from Term 2, 2015.			

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response: No, not in term 1 2015. This was due to the change in leadership under a staff restructuring program, at which time the decision maker elected not to proceed with baseline assessments. Baseline data, testing and collection will commence in terms 2 and 3.

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response: e-asTTle is an established program. Planning for staff development in the administration and analysis of data will be a feature going forward.

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:

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:

4.3 Student Engagement

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

UNJUSTIFIED ABSENCES

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

4.3.1 Unjustified Absences			
Metric: Measured through attendance data provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0.028 multiplied by the number of Students multiplied by the number of days the School is open 0.028 x 46 x 379 full days = 244.08 (total year amount)	23.3%	34.18%	The correct recording and initial immediate daily follow up of Unjustified absences processes have been improved. However we still have high numbers with 9 students unjustifiably away 20 or more days out of the 37 full days for this term. We have engaged Tai Tokerau Attendance Service when students are away 3 consecutive days. This area is a significant focus for the kura to address.

STAND DOWNS

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

4.3.2 Stand downs			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
2.1 days per year per 100 Students	1 (as per Annual Report	3 days (1 student)	One student stood down due to behaviour issues.

SUSPENSIONS

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

lift the suspension with reasonable conditions, extend the suspension with reasonable conditions for a reasonable period or exclude or expel the student.

4.3.3 Suspensions

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0.42 days per year per 100 Students	2 (per annual report)	0	No suspensions

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
0.15 days per year per 100 Students	0	0	No exclusions.

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	1 (as per Annual Report)	0	No expulsions.

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 2a: Financial Performance, Appendix 2b: Profit and Loss and Appendix 2c: Balance Sheet.

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
2-5%	1.45%		

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	0.87:1	1.28:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
0.5:1	0.05:1	0.05:1	

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	Forecast: \$314,301 Actual: \$15,431	Forecast: 	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
40	46	33	Our GMR is 40 students. We will have 40 students enrolled by the end of term 2.

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%	46 (end of 2014)	33 (at the end of Term 1, 2015)	100%
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>From a total of 33 students</p> <ul style="list-style-type: none"> • 27% live local in Whangaruru • 15% live in Moerewa/ Kawakawa/ Towai • 57% live in the Whangarei area

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 deferred all infrastructure/ property expenditure at this stage

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 have met with whānau of students twice this term, predominately to discuss the Ministers Performance Notice and subsequent changes through a restructure. The parents/ whanau are supportive of the proposed re-structure and took the opportunity to raise ongoing concerns with staff and management at the kura.

We have produced an article in the local (Whangaruru Pothole) newsletter that is distributed to all letter boxes within a 40km radius of the kura.

We are awaiting a final decision from the Minister of Education, at which time we will then meet with the community to update them further.

We have been the subject of media attention all first term. Wayne Johnstone gave an interview on Maori TV and also an interview with the NZ Herald.

Our media response needs to improve now that we no longer see ourselves as gatekeepers. This will be addressed in term 2 going forward.

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		
The Farm	MoU	Junior students attend The Farm for courses, 8 hours per week (veterinary work, motor bikes, horses, stock work etc)
Papa Taio	MoU	Senior students , 8 hours per week (fencing, opossum trapping, waterway retention)
ONeil Surfing Academy	MoU	Learning to surf, 4 hours per week
Moana Futures	MoU	Day skippers course
COMMUNITY ORGANISATIONS AND GROUPS		

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).

<i>ORGANISATION/OUTLET E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	<i>NATURE OF STORY</i>	<i>WEB-LINK (if available online) E.g. to a news website, Radio NZ, You Tube</i>
Maori TV	Update on restructure	
NZ Herald	General interview on kura	

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
Nil		

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

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

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

Response:

No amended policies this term.

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.

6.1 Risks

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

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

Response:

The school may close as a result of the Performance Notice issued by the Minister of Education on 20 February 2015. The Sponsor has received a Personal Grievance claim.

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:

Student Achievement and student attendance are issues for the school. We are addressing these as high priority areas.

