



South Auckland Middle School

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 2nd QUARTER

For the period 1 April – 30 June 2015

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

Name of School	South Auckland Middle School
Year Levels	Years 7-10
Quarter 2 Enrolment Count	116
School Address – Physical	198 Mahia Rd, Manurewa, Auckland
School Address – Postal	P.O. Box 74-276 Greenlane, Auckland 1546
Website Address	www.southauckland.school.nz
Name of Key Contact	Karen Poole
Key Contact email address	trust@villaeducation.org.nz
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Wendy Greig s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	09 266 6695

1.2 Organisational Structure

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

Consider the following questions:

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

Response:

There have been no organisational changes in the last Quarter.

Staffing has been constant with no changes.

The Villa Education Trust has had reports from the Community Liaison Manager and the Principal at the last Trust meeting. The Academic Advisor and the Business Manager have operational oversight of the school and regularly visit. Meetings are held with senior staff as well as informal meetings with staff. This ensures that communication is open and frequent.

The Trust is kept informed of any developments within the school and provide support and feedback as necessary.

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

Consider the following:

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

Response:

South Auckland Middle School (SAMS) has had a very successful term 2. There has been minimal roll change and all changes have been fully followed up and support provided to family. There is a significant waitlist at the Y7 level but for Y10 it is more challenging to find replacements as students are only able to be at South Auckland Middle School until the end of the year.

In Term 2 we have met the standards for all minimum requirements under the Agreement, have met or progressed all of the objectives under the Agreement and our targeted/priority learners' accounts for 92% of our roll. We continue to be committed to honouring the Agreement in all our undertakings.

Achievements of note include: academic progress of students, development of the school environment and the sense of belonging in the school, leadership training for the selected leaders, parents evening on bullying and how we can support students and provide a safe environment. A significant event of the term was a Café night that the students performed at in the form of song and dance. We had well over 200 people attend this, food was provided and the event was a huge success. It was a celebration for the students to showcase to parents what they had been doing. Parents were also involved in this evening with organisation and on the night. We are also continuing our focus on whanau and community connections and work in this area is progressing well.

The Annual Report was made public on the school website.

The resourcing of the school continues to be monitored well and we continue with the utilisation of economies of scale and strong supplier relationships. The school continues to be solvent and budgets well managed. Resourcing is provided on request

There have been no new risks or issues of note.

We have indicated to the Ministry that we would like to expand our roll to 180 and have provided a simplified business proposal. A decision about this would be appreciated as planning and development needs to be undertaken. Enrolments are coming and daily and we will need to have a ballot later this term for 2016. This will be undertaken according to the guidelines previously established.

Term 2 has been very settled and we have been able to concentrate on academic standards and development. Consistency of standards in term 1 has meant that the students new this year were able to clearly see the boundaries and learn how to respond to the environment of South Auckland Middle School.

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;			NA
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 7.8 of this Agreement;	Met		
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	Met		

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
16.1(s)	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>	Met (see note)		
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>	Met (see note)		

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(s) 16.1(t)	Audited accounts	Delayed over long weekend with accountant	Made public after weekend.

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
Karen Poole	Karen Poole	30/7/15
Karen Poole (Business Manager)	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: Effective Governance				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Policies	Policies finalised	MET	MET	
Staff Understanding	Appropriate delegation of authority	MET	MET	

4.1.2 Objective 2: Effective holistic development with emphasis on academic achievement				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Routines	Clear expectations and settled day structure	MET	MET	
Staff and Student Relationships	Openness of conversation	MET	MET	

4.1.3 Objective 3: Relationship Development				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Community visitors	Visitors / Community Meetings	PROGRESSING	ONGOING	Always more that can be done.
Family involvement	Whānau Advisory Group / Te Tapua Timi	MET	MET	Well established group with positive influence in the school.

4.2 Student Achievement

See Appendix 1: Student Achievement Results

Please complete the Student Achievement template fully to record your Schools' qualitative student achievement results.

4.1.1 Academic Successes

Please comment on the successes the School has had since the beginning of the year.

Response:

- A number of learners made upwards shifts in the PAT testing from that of 2014, some very significant
- Noticeable shift with Maori and Pasifica learners in PAT results
- Noticeable improvements in the subject based assessment results compared with 2014
- More students achieving at Merit and Excellence level in the Projects over all year levels
- Higher levels of engagement and understanding in projects
- Staff implementation of the curriculum model
- Student voice and reflection analysed
- Growth in the partnership between home and school community regarding academic achievement

4.1.2 Areas of particular strength

Please comment on the area(s) of particular strength which are delivering outcomes greater than intended.

Response:

- Project based curriculum – engagement levels increased overall and progress forward with all students on the achievement results, tasks submitted and points achieved.
- Writing - noticeable improvement
- Research skills – students ability to analyse information and summarise in their own words
- Quality of teaching and implementation of the curriculum model by all staff

4.1.3 Areas where opportunities exist for development

Please comment on areas where self or external identified opportunities exist for development.

Response:

- eTap – introduction of a new student management system – analysis of data and tracking student achievement
- National Standards professional development focus
- Development of student reflection and analysis strategies and tools
- Development of student portfolios that include self-assessment, teacher(s) feedback and feed forward, communication tool with whanau, student achievement tracking

4.1.4 Plans (if any) to address areas of improvement

If 4.1.3 is applicable, please detail any plans to address areas of improvement.

Response:

- Student self-reflection processes have been improved and are still developing
- Project support document initiative this year – increased communication to students and whanau
- Test sitting skills– students need more support and learning about how to sit tests
- Supporting students to self-manage and time manage effectively during an extended assessment period

4.1.5 Changes and enhancements to contracted curriculum and/or learning areas

Please comment on any changes or enhancements to your contracted curriculum framework and/or learning areas.

Response:

We are extremely pleased with the application of the model as we proposed it and also have ongoing evaluation processes in place to look for possible enhancement opportunities.

4.1.6 Context to Student Achievement Data

Please provide context to the Student Achievement data (Appendix) on your progress towards the student achievement metrics set out in the Agreement (Schedule 2, Annex A). Please comment on:

- Proportional movement from baseline by year level.
- Details around how this information is developed – teacher judgement, assessment tools (detailing the tools used), etc.
- The use of external educational providers.
- The use of external moderation etc.

Response:

PATs, ICAS, Learning area/subject based assessment per unit of work formative and summative, Project based curriculum assessment points twice a term – cover the NZC, and analysis and tracking of those results, OTJ National Standards Year 7 and Year 8

eTap – will be utilised for data analysis and student achievement tracking

– working on how to holistically analyse our data for all year levels

Opportunities for moderation between villas and between Villa Education Schools

s 9(2)(a) OIA

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 Quarter 1	Current Quarter 2	Comments
0.028 multiplied by the number of Students multiplied by the number of days the School is open 0.028x120x191 full days = 641.76 (total year amount)	13	36	0.028*116*50=162.4 for quarter 2

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 Quarter 1	Current Quarter 2	Comments
2.1 days per year per 100 Students	0	0	

SUSPENSIONS

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

4.3.3 Suspensions			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1	Current Quarter 2	Comments
0.42 days per year per 100 Students	1 student	1 student	

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 Quarter 1	Current Quarter 2	Comments
0.15 days per year per 100 Students	0 students	1 student	With much reluctance an exclusion was made. Many alternatives were worked through prior to this but ultimately the decision to exclude was the final outcome. Support was offered to the family and student and we continue to have contact and provide assistance as needed.

4.4 Financial performance

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

See Appendix 2: Financial Performance

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (%)	Current Quarter 2 (%)	Comments
2-5%			

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

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
2:1	10:1	72:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
0.5:1	0.4:1	0.4:1	

4.4.4 Operating Cash			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (\$)	Current Quarter 2 (\$)	Comments
Positive cash flow forecast = actual			s 9(2)(b)(ii) OIA

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 Roll	Current Quarter 2 Roll	Comments
120	121	116	Difference from 1 excluded, 1 from overseas, 2 withdrawn for family reasons and the extra student from last quarter was reassigned to another school.

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 Quarter 1 Roll	Current Quarter 2 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	121	116	92%
Comments (if any): We continue to market ur school vacancies in order to reach our priority learners. Our Community Liaison Manager also focuses on this.			

4.5.2 Student Enrolments
<i>Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.</i>
Response: Manurewa 35%; Weymouth 20%; Mangere East 8%; Mangere 7%; Clendon 4%; Manukau 2%; Papatoetoe 3%; Wattle Downs 5%; Massey 1%; Papakura 1%; Flatbush 1%; Hillpark 2%; Hillsborough 1%; Mt Eden 1%; Northpark 1%; Randwick Park 3%; The Gardens 3%; Kumeu 1%, Newstead 1%,

5. OPERATIONAL MANAGEMENT

5.1 Property

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

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

Response:

Minor maintenance continues as necessary and the school community is very proud of the facilities it has. We action things quickly and keep very high standards.

The plan of the property is very purposeful for our model and this enhances the success of what we do.

We have not had any health & safety issues identified.

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

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

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

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

Response:

- Excellent relationship with Whanau o Tumanako and MAIA team in order to better facilitate at-risk youth with strength-based mentoring model
- Kapa Haka is part of regular extra-curricular activity through once a week lunchtimes with upcoming wananga; have already performed for several visitors including Maori Party co-leader Marama Fox and delegation from China
- Meetings are being held as desired and are very contextually flexible, eg – some whanau meetings conducted after 5:00pm, some meetings held at home at variable times or even workplaces
- Concerns and advisements are being communicated to whanau in contextual manner, whether phone call, home visit, after hours meeting, etc
- Whanau events have been very successful, with last 'Whanau Friday Café Night' being attended to by approximately 140 people, excluding staff and students
- Leadership team have been utilised in multiple facets of student life and have attended leadership training times, which will continue
- Community Fundraising has become more streamlined and therefore more profitable with student leadership managing whole process
- Networking meetings have continued and SAMS is discussing with several groups including Manurewa Youth Workers Network, Manurewa Community Network, Manukau Community Network, CAYAD Reference Group, etc to assist in ascertaining challenges and solutions to local community needs
- Auckland Transport relationship has continued with electronic school speed zones and police checks with leaders being implemented; discussions continue around a pedestrian oasis at one section of Mahia Road to assist with student movement
- Whanau Taupua Timi have been productive with expansion of communication layer implemented to assist whanau communication
- Whanau have engaged in requests with intermediary support with pathway progression with students moving to Year 11; information and discussions and Information Evenings have been attended by CLM
- Mental Health officials have had discussions regarding concerns from whanau; ProCare have

discussed and SAMS is to be invited to regional discussion regarding challenges with CMDHB and mental health concerns

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

5.3 Media

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

ORGANISATION/OUTLET <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	NATURE OF STORY	WEB LINK (if available online) <i>E.g. to a news website, Radio NZ, You Tube.</i>
Radio New Zealand	Parents explain why charter school models suits their kids	http://www.radionz.co.nz/national/programmes/morningreport/audio/201757181/parents-explain-why-charter-school-model-suits-their-kids
Whaleoil		http://www.whaleoil.co.nz/2015/05/charter-schools-perception-series-the-students/
Whaleoil		http://www.whaleoil.co.nz/2015/05/charter-schools-perception-series-the-advocates-part-two/
Whaleoil		http://www.whaleoil.co.nz/2015/04/charter-schools-perception-series-the-teachers-part-one/

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 e.g. family, parent, community group	NATURE OF COMPLAINT	RESOLUTION
None		

5.5 Challenges received under the Independent Review Framework (IRF)

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

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

COMPLAINANT e.g. family, parent, community group	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
None		

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

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

Response:
No changes

6. RISKS AND ISSUES

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

See Appendix 3: Risks and Issues Register

6.1 Risks

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

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

Response:

None

6.2 Issues

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

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

Response:

None

6.1 Risk Register

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

#		Assess Risk				Evaluate Risk			Monitor Risk		Support from the Ministry	
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Risk Status	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
001	1/09/2014	Strategic	Potential loss of capacity and intellectual property through the prolonged absence or loss of key personnel: Karen Poole and Alwyn Poole as identified by the Ministry in 2014	Sponsor	Current	Ongoing training of an Assistant to the Business Manager will increase shared intellectual property capacity and improve the ability of the Business Manager to take time out from the business. Greater shared responsibility at the Principal/Academic Leader level will further reduce the risk associated with the loss of the Academic Manager.	Ongoing training and development of the Assistant to the Business Manager role. Regular and ongoing Academic Leadership Team meetings (commenced). Greater delegation across the Marketing/Development space also spreads IT implementation of a Transitions and Development Project and Staff Intranet will also increase information flow.	Unlikely	Very High	The sponsor is working hard to ensure a greater spread of intellectual property essential to the continuation of the business. This is progressing well.	Ongoing	None at this stage.
002	01/09/2015	Strategic	Identified need to expand Trust and grow capability and diversity.	Sponsor	Current	Replacement of board member who resigned. Active recruitment process in place for new board members.	Recruitment process, and resulting training and induction of board members to take place by mid-year 2015.	Unlikely	Low	Progressing well.	Ongoing	None at this stage
003												

6.2 Issues Register

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

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

South Auckland Middle School

Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	381,457	380,134			761,591
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	70.4978	72			
s 9(2)(b)(ii) OIA					
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.4:1	0.4:1			
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	121	116			116
Financial Statements Attached	P and L	P and L			

Certification

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

Signed

Name:

Date:

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	690
Name:	South Auckland Middle School

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	0		21	35.0%	34	56.7%	5	8.3%	60
Māori	0		5	31.3%	10	62.5%	1	6.3%	16
Pasifika	0		15	45.5%	16	48.5%	2	6.1%	33
Other	0		1	9.1%	8	72.7%	2	18.2%	11
Male	0		14	41.2%	16	47.1%	4	11.8%	34
Female	0		7	26.9%	18	69.2%	1	3.8%	26

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7			10	33.3%	19	63.3%	1	3.3%	30
End of Year 8			11	36.7%	15	50.0%	4	13.3%	30

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number: 690

Name: South Auckland Middle School

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	0		25	41.7%	28	46.7%	7	11.7%	60
Māori	0		5	31.3%	10	62.5%	1	6.3%	16
Pasifika	0		18	54.5%	11	33.3%	4	12.1%	33
Other	0		2	18.2%	7	63.6%	2	18.2%	11
Male	0		16	47.1%	15	44.1%	3	8.8%	34
Female	0		9	34.6%	13	50.0%	4	15.4%	26

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7			12	40.0%	17	56.7%	1	3.3%	30
End of Year 8			13	43.3%	11	36.7%	6	20.0%	30

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	690
Name:	South Auckland Middle School

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	0		16	26.7%	34	56.7%	10	16.7%	60
Maori	0		3	18.8%	11	68.8%	2	12.5%	16
Pasifika	0		10	30.3%	18	54.5%	5	15.2%	33
Other	0		3	27.3%	5	45.5%	3	27.3%	11
Male	0		12	35.3%	15	44.1%	7	20.6%	34
Female	0		4	15.4%	19	73.1%	3	11.5%	26

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7			5	16.7%	19	63.3%	6	20.0%	30
End of Year 8			11	36.7%	15	50.0%	4	13.3%	30