

Te Pūmanawa o te Wairua

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 | Te Pūmanawa O Te Wairua |
| Year Levels | 9 - 14 |
| Quarter 2 Enrolment Count | 39 |
| School Address – Physical | 3527 Russell Road, RD4 Hikurangi 0184 |
| School Address – Postal | As above |
| Website Address | tkhkwhangaruru.ac.nz |
| Name of Key Contact | Wayne Johnstone |
| Key Contact email address | [REDACTED] |
| Key Contact phone number | (09) 433 6007 s 9(2)(a) OIA |
| 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

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:

As of 30th June, the following organisational changes have occurred:

- 1). We have a new Trust chairperson, Ms Deeann Brown
- 2). The Trust consists of Mr Robert Carpenter and Ms Deeann Brown and Rose McLean
- 3). There is an education advisory board, advising the Trust. This Board consists Mr Chris Saunders, Dr Georgina Steward, Mr Tunny McFadden, Mr Isopo Samu.

Wayne Johnstone continues as the Interim CEO and Mrs Lucille Spring as the curriculum manager at the school. The advisory Board have played an active role along with the Trustees and Interim CEO, in determining the course of the school in terms of curriculum, staffing and management. The lines of communication between all parties are open and clear lines of responsibilities exist.

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

Consider the following:

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

Response:

We have increased our capability and capacity in a number of areas in term 2. One area has been in student achievement, whereby we had a total of 692 credits by 38 students in term 2. We have also employed a full time science teacher to expand our curriculum.

We have in place a robust governance structure that is still evolving that is more cognisant of expectations and requirements of students and staff.

s 9(2)(a) OIA

As signalled in Quarter 1 Report, our finances would be stretched this term due to a pending settlement payout to [REDACTED]. This along with outstanding tax obligations and the added costs associated with an advisory panel has placed our financials in the red by 61K at the end of this term. A number of historical tax obligations will also show in term 3 Quarter Report. We are now up to date with our tax responsibilities and we have further set in place a plan to reduce costs this term. This plan is part of the overall remedial plan which includes further savings by reducing administration staff and associated salaries.

Positive student behaviour continues to be an emphasis that we are addressing. Positive reinforcement from staff and students toward each other is advocated by the kura.

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 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; | ✓ | | |
| 16.1(q) | the Sponsor reports to parents in accordance with clause 7.8 of this Agreement; | ✓ | | |

| 3.1 Compliance with Minimum Requirements | | | | |
|---|---|------------|----------------|------------|
| Clause | Requirement | Met | Not Met | N/A |
| | | ✓ | ✓ | ✓ |
| 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> | | ✓ | |

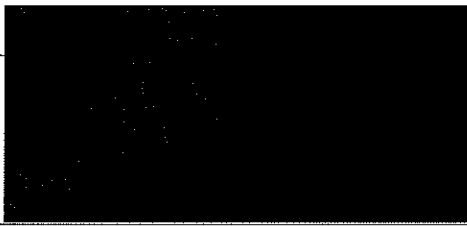
Please identify in the table below if there have been any Minimum Requirements that have not been met during the last quarter. Insert more rows as necessary.

| 3.2 Non Compliance with Minimum Requirements | | | |
|---|---|---|--|
| Clause | Requirement | Reason | Remedy |
| 16.1 (l) | 70% registered teachers, 15% LAT, 15% non registered | We have 1 fully registered teacher, 1 provisionally registered, 1 lapsed provisional registered and 1 LAT | We have sought full registration for our provisionally registered teacher, and informed the lapsed registered teacher that he needs to complete the 13 week teacher re-registration course offered by UoA or Waikato University. |
| 16.1(m) | 79% curriculum time taught by registered teachers or holders of a LAT | Our % in this area is in the 60-65% range. We have a number of external providers that teach our children, who do not have registered teachers on their staff. | We are sending our registered staff (where possible) with the students when taught by the external providers which will bring our % time up. In conjunction with upskilling our staff to registration |
| 16.1 (r) | Annual Report to be made public | The trustees and management were not satisfied that the information contained in the Annual Report was correct. This report was developed by previous management who are no longer associated with the Kura. As a result, we will not be publishing an Annual Report based on the 2014 figures. | Lessons learnt. We will be ready for the next Annual Report |
| 16.1 (s) | Submit audited accounts 120 days from 31 st December | Our internal accounts systems were not functioning therefore preparing the accounts for auditing took all of term 2. | Accounts for auditing purposes were submitted to our auditors on 8 th June. We will forward the audit once completed |
| 16.1 (t) | Quarterly Reports to be submitted by 30 April, 31 | Finding and collating the information took time, | We will endeavour to be on time with our reporting |

| | | | |
|--|---|---|-------------------------|
| | July and 31 October each year. Annual Reports to be submitted by 31 st January | however we are becoming more proficient | deadlines going forward |
|--|---|---|-------------------------|

3.3 Sponsors Declaration

I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.

| | | |
|--------------------------------------|---|-------------|
| Wayne Johnstone | <div>s 9(2)(a) OIA</div>  | 31/7/15 |
| <i>Wayne Johnstone (Interim CEO)</i> | <i>Signature (electronic)</i> | <i>Date</i> |

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 5 (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 1 | Current Quarter 2 | Comments |
| 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 | We are working with these providers to ensure student achievement is maximised while engaged in the programmes they offer for the remainder of this year. Long term, we are exploring options whereby student interaction with their local whenua and moana can be maximised with less input from external providers. In summary we aim to grow our capability in provision of student learning in these areas |

| 4.1.2 Objective 2: Engagement | | | | |
|---|---|---------------------|-------------------|--|
| Goal(s) | Measure(s) | Previous Quarter 1 | Current Quarter 2 | Comments |
| 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 | MET | We are delighted to report that student engagement and associated learning is now a dominant feature of the kura. Every student has a PLP. Staff remain committed to student achievement through positive engagement. This work is on-going |
| Develop a culture of respect embraced by a supportive whanau. Staff, students and whanau relationships are improving (Goal 7) | | PROGRESSING TOWARDS | MET | Our kura has progressed from a culture of gate-keeping and despondence to that of inclusiveness, student achievement and a supportive environment. We would acknowledge that our current culture continually evolves and is supported by governance and management |

| 4.1.3 Objective 3: Retention and Recruitment | | | | |
|--|----------------------------|---------------------|---------------------|--|
| Goal(s) | Measure(s) | Previous Quarter 1 | Current Quarter 2 | Comments |
| Develop a culture of self review and | Contracted for 40 students | PROGRESSING TOWARDS | PROGRESSING TOWARDS | 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 |

| 4.1.3 Objective 3: Retention and Recruitment | | | |
|---|--|--|----------------------|
| Goal(s) | Measure(s) | Previous Quarter 1 | Current Quarter 2 |
| provide high quality character building teaching to ensure student engagement, retention and achievement (Goal 8) | Retention is supported by student attendance. Our GMR is 40. | PROGRESSING TOWARDS | MET |
| | | Comments Student retention and recruitment is progressing. We have a total of 39 students at the end of term 2. Our goal was to reach our GMR of 40. During term 2 we also had 3 students withdraw from the kura. Given the uncertainty around the future of the kura, we continue to recruit student from our own personal networks. | |

| 4.1.4 Objective 4: Student Achievement | | | |
|--|-------------|--|----------------------|
| Goal(s) | Measure(s) | Previous Quarter 1 | Current Quarter 2 |
| Students will experience learning success in the 3 levels of NCEA (Goal 6) | 85% success | PROGRESSING TOWARDS | PROGRESSING TOWARDS |
| | | Comments For term 2 we have achieved a total of 692 credits by 37 students Year 13 (78 credits); Year 12 (241); Year 11 (144); Year 10 (144); Year 9 (85) Building on our successes of term 2, we plan to develop further alignment of achievement and pathways to success through Whanau Education Plans and a continued focus on student achievement and quality teaching | |

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:

Academic success of the students continues to be a priority.
For term 2 we have achieved a total of 692 credits by 37 students
Year 13 (78 credits); Year 12 (241); Year 11 (144); Year 10 (144); Year 9 (85)
By comparison, the total 2014 number of credits received by the 22 students who returned to the Kura this year was 489 credits for the entire 2014 school year.

4.1.2 Areas of particular strength

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

Response:

Term 2 has seen a positive shift in the culture of the school, centred around student achievement. While there is improvement across the entire spectrum at the Kura, we wouldn't signal out any particular areas where outcomes are greater than intended. Indeed, we would suggest we are now tracking upwards toward standard expectations as opposed to where the school has been on this issue for the past 12 months..

4.1.3 Areas where opportunities exist for development

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

Response:

Long term goals around curriculum provision and capability of staff to deliver are two areas that present opportunities for improvement. We have a 5 external providers (see 4.1.6 for list of external providers) that take the students for various curriculum activities. The financial sustainability of this method is currently being examined along with the possibility of "inhouse" provision of similar courses.

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:

The Deloitte's Audit Report highlighted a number of contractual concerns, We have presented a plan and given our assurance that we will be meeting expectations to remedy all the concerns contained in the Deloitte's Audit Report. These concerns include financial management and processes, increasing student achievement and pathways, policy review, curriculum options and student welfare.

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:

Science is now a subject option, as we have employed a full time science teacher. External providers continue to deliver as per their MoUs

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:

- Baseline movement by year level. We have baseline data and are yet to analyse this data. This is a priority for Term 3
- How information is developed. Again, this a priority for Term 3
- Use of External Education Providers. Our 5 external education providers are (1) The Farm motor bikes, horses, dairy herd milking, water reticulation, general farming experience; (2) Papa Taiao, fencing, nursery plants, opossum control and trapping, rodent trapping; (3) Mana Moana, boat skipper course, snorkeling; (4) Dance, modern dance lessons (5) ONeil Surfing academy take students for surfing lessons at a nearby beach
- External Moderation, at the conclusion of term 2, we sent work away for moderation in English (level 1), Mathematics (levels 1-3), Te Reo Maori (level1) and Te Reo Rangatira (level 3).

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 QUARTER 2 = $0.028 \times 39 \times 41 =$ | 34.18% | 228.89% (103) | |

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 | 3 days (1 student) | 18 days (6 students) | In standing down these 6 students we have conformed to the Education Act 1989, in particular the grounds for the Stand Down as found in 14 (1) and the period of stand downs allowed in (14) (2) |

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: <i>Measured through information provided to the Ministry.</i> | | | |
|---|--------------------|-------------------|----------------|
| Performance Standard | Previous Quarter 1 | Current Quarter 2 | Comments |
| 0.42 days per year per 100 Students | 0 | 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: <i>Measured through information provided to the Ministry.</i> | | | |
|---|--------------------|-------------------|---------------|
| Performance Standard | Previous Quarter 1 | Current Quarter 2 | 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: <i>Measured through information provided to the Ministry.</i> | | | |
|---|---------------------|--------------------|---------------|
| Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| 0 | 0 | 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 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% |  § 9(2)(b)(ii) OIA | | Previous Quarter figures have been adjusted due to re-coding. Current qtr includes staff redundancies and associated legal costs plus additional advisory expenses |

| 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 | 1.28:1 | 0.40:1 | Previous Qtr figures should now read 1.16:1 (due to recoding and tidying up our financial systems/ records) |

| 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 | 0.05:1 | 0.03:1 | |

| 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 |  § 9(2)(b)(ii) OIA | | Previous Qtr: The forecasted cash flow is higher than actual as the timing of the grant instalments changed in December 2014. Current Qtr: Forecast has been updated. Payments were carried over into the following month to ensure cash balance remained positive, due to staff redundancy and associated legal costs and additional advisory expenses. |

| 4.4.5 Enrolment Variance | | | |
|---|------------------------|-----------------------|----------|
| Metric: <i>Measured through information provided to the Ministry.</i> | | | |
| Performance Standard | Previous Quarter 1 (#) | Current Quarter 2 (#) | Comments |
| 40 | 33 | 39 | |

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% | 33 (at the end of Term 1, 2015) | 39 | 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. |
| Response: Whangarei: 53.7% Whangaruru: 35.8% Kawakawa/ Towai: 10.5% |

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:

- No property work was carried out in term 2
- The 4 classrooms and the property support student learning. The classrooms have heat pumps and smart boards. A number of external providers make use of the school property through nursery planting, opossum and rodent control, fencing, farm activities, horse riding, motor bike riding, and sea/ ocean activities
- In terms of health and safety, we had a student put his leg through a classroom window. The glaziers stated that the windows in all the classrooms are not safety glass, which is a concern. Replacing 30 large windows with safety glass is cost prohibitive. One option which is less expensive is to coat the glass with a film. We are exploring this option
- Our immediate focus is the next 3 months is working to pass the pending October audit.
- We have no plans at this stage for significant property work or working against our property plan, other than routine maintenance.

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 need to improve in our gathering of information from the community, whanau, parents etc.
- We have set a goal of monthly meetings with parents and are now scheduling community meetings given the Minister has recently made a significant announcement on the future of the Kura.
- The school is developing a communication strategy that will include reporting to whanau, parents and community and gathering information and satisfaction surveys.

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) and financial literacy |
| ONeil Surfing Academy | MoU | Learning to surf, 4 hours per week |
| Moana Futures | MoU | Day skippers course , 4 hours per week including water based skills, |

| 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).

| 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> |
|--|-----------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |

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 |
|--|---------------------|------------|
| Nil | | |
| | | |
| | | |
| | | |
| | | |
| | | |

5.5 Challenges received under the Independent Review Framework (IRF)

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

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

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

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: Nil

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:

- The beginning of term 3 will see some final payments to IRD to bring us up to date with all our tax obligations

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:

s 9(2)(a) OIA

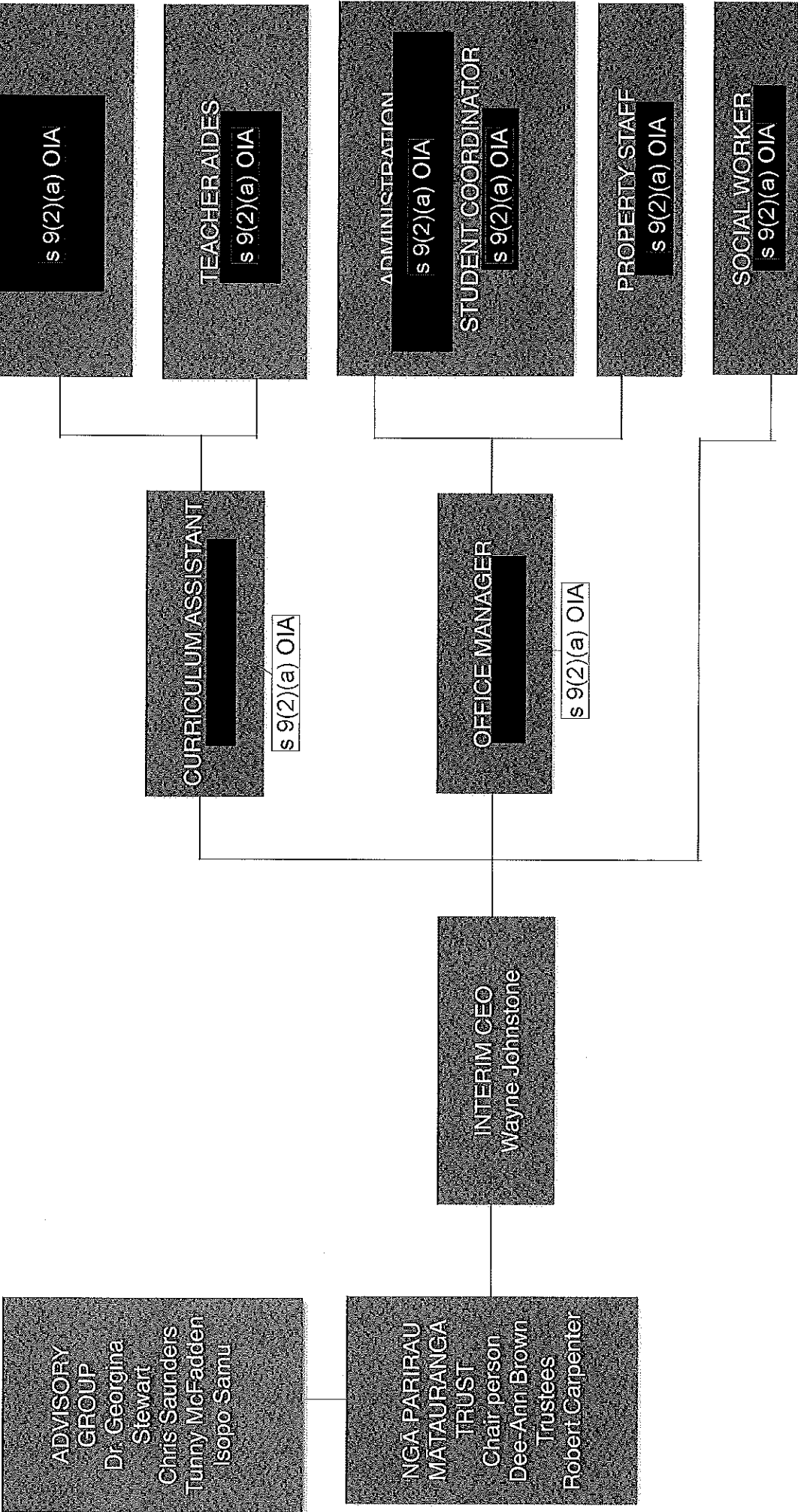
- The settlement payment to [REDACTED] has impacted negatively on our finances this quarter
- The "catchup" of some IRD payments from term 1, 2015 and has also had a bearing on our finance totals for Quarter 2 and 3.



NGĀ PARIRAU MĀTAURANGA TRUST

KAITIAKI O TE KURA HOUUA KI WHANGARURU
SPONSOR OF WHANGARURU PARTNERSHIP SCHOOL

APPENDIX ONE



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 | | |
|-----|-----------------------------|---------------------|---|------------------------------|---------------|--|---|--------------|------------|--|--|----------------|
| | 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 |
| 001 | 2015 | School closure | If the school closes following the October 2015 Audit | Nga Parirau Matauranga Trust | active | Trust is seeking to address all Deloitte Audit Report findings | All points identified in the Deloitte Report | 8/10 | High | Addressing this Risk is well under way | Weekly reviews against Remedial Action Plan | |
| 002 | 30 th June, 2015 | Financial security | Staff member settlement payout and outstanding IRD commitments will have a negative impact on school finances | Nga Parirau Matauranga Trust | active | The interim CEO has put measures in place to immediately cut non-core spending (ie return of a lease vehicle, cut costs in relation to providing student lunches, reduce spending overall) | Prudent spending and staff review/ restructures are an option to save funds | 9/10 | High | The Trust is seeking legal advice | On going until the situation is closed | |
| 003 | 30 th June, 2015 | Student achievement | Student achievement is paramount and a central theme going forward at the kura | Nga Parirau Matauranga Trust | active | Our curriculum manager is charged with lifting student achievement, along with accountability to all teaching staff to do the same | A focus on student achievement by all staff including: <ul style="list-style-type: none">• Student PLPs• Achievement tracking mechanisms in place• Lift in student attendance• Denoting student and staff behaviour expectations that foster achievement | 9/10 | High | This term we are pleased to see a lift in student achievement and look to continue this upward trend | On going weekly reviews in curriculum, senior management team meetings | |

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 | 2015 | School closure | Pending audit in Oct 2015 | Nga Parirau Matauranga Trust | Open | 8/10 | | The audit will happen sometime in October 2015. We are trading to being prepared for the audit. | Dec 2015 | | |
| | 002 | 30 th June, 2015 | Financial security | Pending over our allocated budget | Nga Parirau Matauranga Trust | Open | 9/10 | Unpaid IRD commitments a staff payout are placing the kura in a financial position that requires significant forward planning | We are working our way back to the required financial ratios as expected at the end of each Quarter. | Dec 2015 | | |
| | 003 | 30 th June, 2015 | Student achievement | Refocusing on the core reason of the schools existence | Nga Parirau Matauranga Trust | Open | 9/10 | Tracking toward a significant increase in student achievement. This is on-going and end of year achievement results will present closure on this risk for 2015 | | Dec 2015 | | |

Te Pumanawa o te Wairua Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

| | Q1 | Q2 | Q3 | Q4/Annual | YTD |
|----------------------------------|---------|---------|-------------------|-------------------|---------|
| Total Income for Quarter | 462,269 | 372,744 | | | 835,013 |
| Total Expenditure for Quarter | | | | | 817,585 |
| Operating Surplus | | | | | |
| | | | s 9(2)(b)(ii) OIA | s 9(2)(b)(ii) OIA | |
| Total Current Assets | | | s 9(2)(b)(ii) OIA | | |
| Total Current Liabilities | | | | | |
| Working Capital | | | | | |
| Working Capital Ratio | 1.16:1 | 0.40:1 | | | 0.40:1 |
| | | | s 9(2)(b)(ii) OIA | | |
| Total Liabilities | | | | | |
| Total Equity | | | | | |
| Debt Equity Ratio | 0.05:1 | 0.03:1 | | | 0.03:1 |
| Operating Cash per Forecast | | | | | |
| Operating Cash at End of Quarter | | | | | |
| | | | s 9(2)(b)(ii) OIA | | |
| Enrolment at end of Quarter | 33 | 39 | | | 39 |
| Financial Statements Attached | | | | | |

Certification

I certify that Te Pumanawa o te Wairua is solvent and will remain solvent.

Signed _____

Name:

Date:

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 11-13 students

| | |
|----------------|-------------------------|
| Number: | 691 |
| Name: | Te Pūmanawa o Te Wairua |
| Total Students | 17 |

| NCEA | (Tracking to) get level 1 | | (Tracking to) get level 2 | | (Tracking to) get level 3 | | Total entered |
|--------------|----------------------------|------------|----------------------------|------------|----------------------------|------------|---------------|
| | Number entered | Proportion | Number entered | Proportion | Number entered | Proportion | |
| All students | 5 | 31.3% | 9 | 56.3% | 2 | 12.5% | 16 |
| Māori | 5 | 31.3% | 9 | 56.3% | 2 | 12.5% | 16 |
| Pasifika | | | | | | | |
| Other | | | | | | | |
| Male | 1 | 16.7% | 5 | 83.3% | 0 | | 6 |
| Female | 4 | 40.0% | 4 | 40.0% | 2 | 20.0% | 10 |

| NCEA | (Tracking to) get level 1 | | (Tracking to) get level 2 | | (Tracking to) get level 3 | | Total |
|---------|----------------------------|------------|----------------------------|------------|----------------------------|------------|-------|
| | Number | Proportion | Number | Proportion | Number | Proportion | |
| Year 11 | | | | | | | 5 |
| Year 12 | | | | | | | 8 |
| Year 13 | | | | | | | 3 |

s 9(2)(a) OIA

