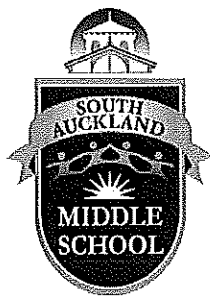


Second Quarter Report 1:
South Auckland Middle School



SOUTH AUCKLAND MIDDLE SCHOOL

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 2nd QUARTER

For the period 1 April to 30 June 2014

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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.

1.1 Basic Information	
Name of School	South Auckland Middle School
Year Levels	Y7-Y10
Last quarter Enrolment Count	109
School Address – Physical	198 Mahia Rd Manurewa Auckland
School Address – Postal	PO Box 74-276 Greenlane Auckland
Website Address	www.southauckland.school.nz
Name of Key Contact	Karen Poole
Key Contact email address	
Key Contact phone number	
Name of School Leader/person responsible for teaching and learning	Wendy Greig s 9(2)(a) OIA
School Leader/Principal email address	
School Leader/Principal phone number	

1.2 Organisational Structure of the School

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.

1.2 Organisational Structure
No changes have been made to the organisational structure in the last quarter.

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

South Auckland Middle School continued to develop over the second quarter. Students are engaged and very enthusiastic about their learning. There have been no organisational changes but staff responsibilities have been more clearly defined and implemented.

Data continues to be collected about the students and their progress and this will form the basis of our reporting. Considerable time has been allocated this quarter to documentation and systems that are purposeful.

Enrolments are regularly being received for 2015 and currently we are oversubscribed for all year levels. A ballot will need to be held for the limited places and the entry level class.

For the next quarter our focus will be as follows:

- Further Academic excellence and progress
- Further development of school culture

Feedback from whānau is regularly being sort and very positive comments are being received. A sample is attached as Appendix.

There have been no significant changes in what South Auckland Middle School aimed to do. Staff are engaged and enthusiastic and have readily adopted the processes we use. The second quarter for South Auckland Middle School has been very successful.

3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</p> <p><i>A serious incident requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.</i></p>
	<p>Response: No. There have been minor incidents in the normal course of sports and school. All have been treated and recorded as required.</p>
3.2	<p>Has any serious criminal activity been discovered to have taken place on the Premises?</p> <p><i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p>
	<p>Response: No</p>
3.3	<p>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</p>
	<p>Response: Yes we are operating in accordance with the requirements set out in the Gazette Notice.</p>
3.4	<p>Please confirm that the school has not exceeded the Maximum Roll.</p>
	<p>Response: We have not exceeded the Maximum Roll.</p>
3.5	<p>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?</p>
	<p>Response: We have accepted students in accordance with the Agreement</p>

3.6	Please confirm that the school hours and term dates have not reduced below the Minimum Levels set out in Schedule 1 of the Agreement?
	Response: No changes have been made to the school hours and term dates

3.7	If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the <u>Education Act 1989</u>.
	Response: We have not exceeded the maximum period for a Stand downs or suspensions.

3.8	Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.
	Response: No transport is required.

3.9	Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?
	Response: Yes a person is appointed as required and we confirm that they meet all of the requirements as set out in the Agreement.

3.10	Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?
	Response: In 2014, the number of Registered Teachers and Holders of Limited Authority to Teach, at the school are nine and zero respectively. We can confirm that the number of teaching positions filled by Registered Teachers has not fallen below the minimum number.

3.11	<p>Please confirm that, the percentage of 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 has not fallen below the minimum percentage set out in clause 2 of Schedule 4 of the Agreement?</p>
	<p>Response: In 2014, Registered Teachers or Holders of Limited Authority to Teach must teach 80% of the curriculum, compared with the total curriculum time. We can confirm that the percentage of curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum percentage set out in Schedule 4 of the Agreement.</p>
3.12	<p>Please confirm that you, as Sponsor have 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 your Agreement?</p>
	<p>Response: We have complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act.</p>
3.13	<p>Please confirm that you, as Sponsor have reported to the Minister in accordance with and by the dates or within the timeframes clause 18.2 of your Agreement?</p>
	<p>Response: Yes</p>
3.14	<p>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement?</p>
	<p>Response: Clause 7.8 of the agreement states the type of reporting required to parents: (a) The progress of the student at the school; (b) Any barriers to the student's progress at the school; and (c) As applicable, the student's progress and achievement in relation to National Standards. We have provided information and reporting to parents in a variety of ways. This has been successful and well received. Parents have had the opportunity to respond to this and get more information if they need.</p>
3.15	<p>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement?</p>
	<p>Response: Not applicable until 2015.</p>

4. PERFORMANCE MANAGEMENT SYSTEM

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.

4.1.1	Objective 1: Effective Governance	Previous Quarter 1	Current Quarter 2	Comment
	Goal: Policies			
	Measure: Policies finalised.	Progressing Towards	Met	All Policies have been revised and updated. Copy attached.
	Goal: Staff Understanding			
	Measure: Responsibility Split	Progressing Towards	Progressing Towards	Much progress but this will continue especially through first year while it is the first rotation through a cycle.

4.1.2	Objective 2: Effective holistic development with emphasis on academic achievement	Previous Quarter 1	Current Quarter 2	Comment
	Goal: Routines			
	Measure: Clear expectations	Progressing Towards	Met	
	Measure: Settled day structure	Progressing Towards	Met	
	Goal: Staff and student relationships			
	Measure: Openness of conversation	Progressing Towards	Met	

4.1.3	Objective 3: Relationship Development	Previous Quarter 1	Current Quarter 2	Comment
	Goal:			
	Measure: Evening classes	Progressing Towards	Met	Very successful Computer in Homes 12 families completed course with outstanding attendance

				and all now have computers.
	Measure: Whānau Advisory Group	Progressing Towards	Progressing Towards	Still developing guidelines
	Goal: Community visitors to school			
	Measure: Community Meetings	Progressing Towards	Met	Providing a place for community groups to meet, learn about school and interact.
	Measure: Visitors	Progressing Towards	Met	

4.2 Student Achievement

- *Partnership Schools are required to report to the Ministry regularly on aspects of student achievement*
- *The Student Achievement performance standards are specific to your School and can be found in Section 2.1 of Schedule 6: Performance Management System of your Agreement.*

See Appendix 1: Student Achievement

4.2.1	Please provide any context or explanatory information relevant to your student achievement data in the box below.
	Response: We regularly update records of student achievement and without over accessing are able to be current on student's abilities and progress. Students have submitted 4 full projects by the end of Quarter 2 and the work is tracked and analysed. Additional to this there is subject based assessment and work.

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.
- It is not necessary to supply copies of records from your Attendance Management System

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	MEASURE: Unjustified Absences			Metric: Measured through attendance data provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.028*110*191=588.28	0	35	2 students, 1 we removed from our roll after continual absence (greater than 20 days). We keep accurate records and do home visits when necessary, phone calls and remove the barriers that may be present that prevent a student from attending school.

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	MEASURE: Stand downs			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	2.1 days/year/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.
- Exclude or expel the student.

4.3.3	MEASURE: Suspensions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	.42 days/year/100 students	0	0	

EXCLUSIONS

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

4.3.4	MEASURE: Exclusions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.15 days/year/100 students	0	0	

4.4 Financial performance

See Appendix 2: Financial Performance

- The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance.
- The Financial Performance standards are specific to your School and can be found in Section 2.3 of Schedule 6: Performance Management System of your Agreement.
- Please complete all parts of the Financial Spreadsheet and attach it to your report as a clearly labelled and numbered Appendix.
- Please provide any comments you wish to make about any of the measures.

4.4.1	MEASURE: Operating Surplus			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
	2-5%			s 9(2)(b)(ii) OIA

4.4.2	MEASURE: Working Capital Ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	2:1	0.91:1	1.16:1	

4.4.3	MEASURE: Debt/equity ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	0.5:1	0.63:1	0.55:1	

4.4.4	MEASURE: Operating Cash			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	Positive cash flow=actual			s 9(2)(b)(ii) OIA

4.4.5	MEASURE: Enrolment Variance			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	90	109	111	

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.

Which priority group?

- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).
- **Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
- **Students from low socio economic backgrounds:**
 - If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background. (This is restricted to three years because families may move as their circumstances change). OR
 - Identify the closest state school that is not a school of choice (integrated/section 155/156 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

4.5.1	MEASURE: Enrolment of priority learner groups		
	PERFORMANCE STANDARD: 75%		
	Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
	Total school roll this quarter	% of student roll that identifies with at least one of the priority learner groups	% of student roll that does not identify with at least one of the priority learner groups
	111	90%	10%
	Comments (if any)		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
	Response: Manurewa – 40%; Mangere – 17%; Weymouth – 16%; Clendon – 5%; Manukau – 5%; Papatoetoe – 5%; Other – 12%.

5. OPERATIONAL MANAGEMENT

5.1 Property

5.1.1	<p>Please provide information on your school property.</p> <ul style="list-style-type: none"> 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.
	<p>Response: No changes have been made to the property in the last quarter. The property and learning spaces provide an outstanding environment for the students and delivery of the curriculum.</p>

5.2 Whānau and Community Engagement Policy

See Appendix 3: Parents, Family, Whānau, Iwi and Community Engagement Policy

5.2.1	<p>As per your parents, family, whānau, iwi and community engagement policy (as approved by the Minister of Education), please detail your progress in the table below against the Plan.</p> <p><i>Please reference your response back to specific points in your approved policy.</i></p> <p>Response:</p> <p>Communication occurs at a minimum once a week to our families. This is in the main emailed but print copies are sent to those who don't have consistent access to email. The email is information about the week and what is happening in the school. Staff also are able to contact parents directly.</p> <p>A Whānau Advisory Group has been established in order to provide parents an opportunity to have input and discuss relevant issues. Meetings have continued to be held. There is ongoing discussion as to what responsibilities the group has. This is still in process.</p> <p>In term 2 we ran a Computer in Homes programme. This was very successful with parents completing the course and receiving their home computer. We offered an evening Maths programme but had limited interest so will continue to offer and encourage involvement.</p> <p>Parents feel able to come into school at any time to discuss a child's progress and the designated Whānau area is starting to be used regularly.</p> <p>Our planned term 2 whānau Friday event had to be postponed until later in the year due to weather. It is a Hangi and family meal run in conjunction with a Bayer Primary School Science Fund South Auckland Middle School received.</p>
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	<p>Families and community members are starting to be used for the benefit of students and the learning programme.</p> <p>Community agencies are becoming more involved in the school. This includes in programmes of social support for students and families. Several meetings have been held in the school of community agencies. The aim was to inform others about the school.</p> <p>An afterschool homework programme began in term 2. We limited the class to 15 people due to space and supervision and this continues to run and be very successful.</p>
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5.2.2	Provide a list of the partnerships with other educational or community groups the school is involved with.		
	Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
	EDUCATIONAL ORGANISATIONS		
	<i>Mt Hobson Middle School</i>	Sister school	Between 5-10 hrs per month.
	<i>Schools in the area have all been visited.</i>	Relationships developing	
	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>Breakfast Club</i>	Supplier and supporter	Food provided and other support with uniform and needs.
	<i>Manurewa Marae</i>	Support and Maori culture oversight	Regular contact between parties and involvement.

5.3 Media

5.3.1	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>
	<i>Manukau Courier (19 June)</i>	Promotion of the Bayer Science Fund	http://www.stuff.co.nz/national/education/10172098/Humble-hangis-valuable-lessons

5.4 Complaints and the Independent Review Process (IRP)

5.4.1	<p>Describe any official complaints (written) received by the Sponsor in the table below.</p> <ul style="list-style-type: none"> • <i>List one entry per complaint.</i> • <i>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.</i> • <i>Do not attach copies of complaints or your response(s) to complainants.</i> • <i>If no complaints have been received, please state this clearly.</i> 		
	<p>Response: One complaint has been received by the school in the last quarter.</p>		
	<p>COMPLAINANT <i>e.g. family, parent, community group</i></p>	<p>NATURE OF COMPLAINT</p>	<p>RESOLUTION</p>
	<p>Parent</p>	<p>Dissatisfaction with numerous issues in the school. These focussed on how the school interacted with a particular child who had very limited academic ability.</p>	<p>Very detailed letter from Trust Board addressing the issues raised by the parent. No further response to date from parent.</p>

5.4.2	<p>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.</p> <ul style="list-style-type: none"> • <i>Please refer to <u>Schedule 8: Independent Review Process Framework (IRP)</u> of your Agreement.</i> • <i>List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.</i> • <i>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.</i> • <i>Do not attach copies of challenges under the IRP or your response(s) to complainants.</i> • <i>If no challenges have been received, please state this clearly below.</i> 		
	<p>Response: The Sponsor received one request to use the Independent Review Process. We implemented a process prior to undertaking the IRP request as the complaints process had not been followed. The outcome of this was a letter from the Trust to the parent. No further communication has been received from the parent so an IRP was not undertaken.</p>		

5.5 Operational Policies and Health and Safety

See Appendix 4: Amended Health & Safety Policies

5.5.1	<p>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.</p> <ul style="list-style-type: none">• <i>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.</i>• <i>Any policies that have been amended by the Sponsor should be formatted into <u>one document</u>, clearly labelled as an Appendix. Please do not attach separate documents for each policy.</i>• <i>Please include a list of policies below that remain the same. You do not need to provide copies of each individual policy if there have been no amendments.</i>
	<p>Response:</p> <p><i>Policies that have been amended and are attached to this document as an Appendix:</i></p> <p>The Trust has revised the following policies that were approved by the Minister of Education:</p> <ul style="list-style-type: none">• Health & Safety Policy• Hazards & Safety Management• Evacuation & Lockdown• First Aid• Traumatic Incidents• Abuse & Neglect• Visitors to School• Administering of Medication• Cybersafety• Education outside the Classroom• Harassment & Bullying• Pandemic & Communicable Diseases• Complaints• Protected Disclosure• Managing Student Behaviour• Search & Seizure• Stand Downs, Suspensions, Exclusions, Expulsions• Smokefree

6. RISKS AND ISSUES

Please complete the attached Excel Spreadsheet for both Risks and Issues.

See Appendix 5: Risks and Issues Register

6.1 Risks

6.1.1	<p>Please detail any risks in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives. Note, the event has not happened yet but there is a chance it could occur.
	<p>Response: Please refer to Appendix 5: Risks and Issues Register.</p>

6.2 Issues

6.2.1	<p>Please detail any issues in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.
	<p>Response: No issues have been identified.</p>

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		30	50.0%	24	40.0%	6	10.0%	60
ori	0		8	61.5%	4	30.8%	1	7.7%	13
Pasifika	0		19	59.4%	13	40.6%			32
Other	0		3	20.0%	7	46.7%	5	33.3%	15
Male	0		18	48.6%	15	40.5%	4	10.8%	37
Female	0		12	52.2%	9	39.1%	2	8.7%	23

[illegible]

South Auckland Middle School

Financial Performance Quarterly Reporting

Appendix

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	335706	383667			
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	0.91	1.16			
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.63				
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	109	111			
Financial Statements Attached	P and L	P and L			

§ 9(2)(b)(ii) OIA

Certification

I certify that South Auckland Middle School is solvent and will remain solvent.

Signed

Name:

Date:

§ 9(2)(b)(ii) OIA

REDACTED

POLICY FOR ENGAGEMENT

Rational

South Auckland Middle School (the Villa) recognises the importance of productive partnerships with parents, family, whānau, iwi and the wider community in enabling all students to achieve to their full potential.

We also acknowledge the cultural considerations required when developing productive partnerships; particularly given the culturally diverse community the Villa will be operating in.

Purpose

This policy sets out the guidelines and processes for developing productive partnerships that focus on strengthening support for learning, improving communication and encouraging parent, family, and whānau involvement in their child's learning and in the Villa.

It also makes explicit and acknowledges the need for culturally appropriate engagement with iwi and other community groups. Removing barriers to communication and developing shared understandings and ownership of the journey of the Villa and its students is critical.

The purpose of this policy is to:

1. ensure there is equitable access to the Villa for all students in the local area and its immediate environs;
2. enable culturally appropriate communication with parents, family, whānau and the community, including iwi, hapu or mana whenua representatives, on the Villa's yearly progress and achievements;
3. encourage parent, family, whānau and community involvement in Villa life;
4. work with parents, family, whānau and the community so they have the information and training they need to better support and become more involved in the learning process;
5. work with local organisations to support our families and whānau where appropriate;
6. promote learning and achievement across the community;
7. strengthen support for learning for all learners from parents, family, whānau and the community; and
8. promote high attendance levels Villa wide.

Guidelines

We are realistic that it may take time for learners, their parents, families and whānau to engage fully with us in a collaborative and productive partnership. To achieve the purposes described above the following practices and procedures will be embedded into the Villa culture and operations:

1. The role of the Community Liaison Manager will be critical for the success delivery of this policy. S/he will be supported by the Villa Education Trust and Villa leadership in all areas.
2. We will be visible across the local community and available to those interested in learning more about the Villa.
3. We will follow the principle of *titiro, whakarongo...korero* (look, listen and then speak). We will not flaunt our knowledge (*kaua e mahaki*).

4. A communications plan will be developed that reflects the preferred means of communication for our parents, families and whānau as well as other key stakeholder groups. We will utilise a range of communication means including print, electronic and face-face. In all instances this communication will be interactive rather than a presentation of the Villa view. The means of communication will include, but not be limited to:
 - a. The Villa website will be used for the dissemination of information relevant to the Villa including the educational model, who to contact for further information, the curriculum, school activities and achievements.
 - b. Local community meetings will be held to promote the Villa and we will be visible at community events.
 - c. Information leaflets will be readily available.
 - d. Where invited we will attend meetings and other organised community gatherings to facilitate communication with key stakeholders in the success of our students. This could include local church groups, the local marae or other taurāhere organisations.
 - e. Our Community Liaison Manager will engage the support of community members in ensuring key messages are delivered in a transparent, culturally appropriate and jargon free manner.
5. Our Community Forum group will provide an opportunity for the Villa to interact with the community, to share information across a wide audience.
6. A close working relationship will be developed with community agencies and organisations including regular meetings and discussions.
7. We are cognisant that 26% of Māori from within the Tamaki Makaurau region reside in the Manurewa – Papakura area (based on 2006 census data). We will work closely with mana whenua and mataawaka representatives through both formal and informal communication. This will include, but not be limited to, oral presentations at mutually agreed events and an annual report which will be available to key stakeholder groups. Informal communication will be on an 'as needed' basis and operate through our open door policy and the accessibility of our Community Liaison Manager.
8. In order to identify taurāhere organisations we should develop reciprocal relationships with the Community Liaison Manager will consult with the Manukau Urban Maori authority and the Manurewa Marae as well as the Independent Statutory Board for Auckland.
9. The achievements of our learners will be celebrated in local newspapers and other appropriate media such as local organisation newsletters and community meetings. We will also utilise the communication channels of our partners in this journey.
10. An open-door policy will operate with parents, family and whānau welcome to the visit the school, to talk informally with teachers and to look at their child's work.
11. We will also welcome other key stakeholders who are interested in the wellbeing and success of their students. The support of the wider community is critical to the success of the Villa.
12. The Villa will have a designated *whānau* or *aiga* space where families can feel comfortable, access a computer if need be and get advice from the Community Liaison

Manager. Brochures and information about local community support groups and educational opportunities will be available.

13. The Villa will be offered as a resource for a range of programmes and support groups for the wider community where appropriate. Such programmes will support the families and whānau of our learners to become partners with us in their learning. Programmes will be flexible and need-based determined in collaboration with the community.
14. Villa learners will be highly visible in the local community through their afternoon programmes.
15. The use of community members, parents, family and whānau as learning resources and tutors will be actively encouraged.
16. The Villa leadership, including the Community Liaison Manager, will be proactive in their approaches to ensuring high levels of attendance, looking for solutions to any barriers to attendance, rather than waiting for problems to appear. We will not hesitate to involve the appropriate truancy authorities if a problem persists.
17. Classrooms will be positive learning environments for all learners. When learners are actively engaged, see purpose in what they are doing and feel that their point of view is valued they will be more likely to attend.
18. Formal iwi and community engagement will occur at least twice a year. A number of different engagement opportunities will enable us to meet the diverse interests and needs of the wider community. However, we consider the informal, as needed, engagement opportunities provided through our community approach to be as, if not more important.

Ratified by Board: _____ Signed for TRUST BOARD

_____ Date

Reviewed: _____ Date

_____ Signed for TRUST BOARD

6.1 Risk Register

Support from the Ministry											
#	Assess Risk				Evaluate Risk			Monitor Risk		Support from the Ministry	
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Ratings	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
1	25/06/2014	Capacity/ Capacity	Continuity of Management	Sponsor	Detailed documentation	Sharing the management position					

6.2 Issues Register

#	Identifying the Issue				Analysing the Issue			Evaluating the Issue			Support from the Ministry
	Risk No.	Date Raised	Issue Type	Issue Description (1-2 lines)	Raised By	Status of Issue	Owner of the issue	Issue Rating	Activity History and Resolution (incl. closure date)	Date of Review	
											Please detail any support you require from the Ministry to manage the issue.

