

Second Quarter Report:
Te Kura Hourua ki Whangaruru



**NGA PARIRAU
MĀTAURANGA TRUST**

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



TE KURA HOURUA KI WHANGARURU

PARTNERSHIP SCHOOLS KURA|HOURUA

QUARTERLY REPORT 2nd QUARTER

For the period – 1 April 2014 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	Te Kura Hourua ki Whangaruru
Year Levels	9-14
Last quarter Enrolment Count	62
School Address – Physical	3527 Russell Road, Whangaruru
School Address – Postal	PO Box 5037, Whangarei
Website Address	www.tkhkwhangaruru.ac.nz
Name of Key Contact	Dee-Ann Brown - Interim CEO
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Natasha Sadler - Curriculum Director
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	[REDACTED]

s 9(2)(a) OIA

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.

See Appendix 1: Organisational Structure

1.2 Organisational Structure
<p>The introduction of a CEO was introduced at the beginning of Q2. An immediate priority was to take over all business functions and set up back office functions and infrastructure.</p> <p>In theory there are existing role delineations between the CEO and Curriculum Director but role clarity is starting to improve as key business functions are being structured.</p> <p>There were initial escalation and communication barriers. However, clear communication guidelines have been developed between the sponsor and the Kura.</p> <p>There has been weekly communication between the CEO and Sponsor. Formal monthly reporting is provided in written format.</p>

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

The introduction of a CEO to the management structure has enabled infrastructure and back office functions to be developed and implemented. Though all systems are not entirely set up, the progression has been positive. Communication and delineation between the CEO and Curriculum Director roles is a relationship that requires further work which is being led by the Sponsors.

We have been proficient and achieved all minimum requirements.

We are tracking towards 21 students attaining an NCEA qualification. In addition to this, at least 23 students are tracking towards the attainment of the Day Skipper Modular Certificate. There has been a slight increase in our unjustified absences. Leading into term three we will be implementing the 5+5+5 attendance monitoring programme within the whānau pastoral care system. To ensure we are resourced to contact parents through various sources, we have invested in an online tool 'School Links' which will assist in managing unjustified absences. No students were stood down or suspended from our kura in Term two.

Currently, as at 30 June 2014, we are on target against our annual forecasted result. This is being monitored monthly against actual results in order to ensure all of the objectives are met. In terms of operating surplus, there is a significant difference between Q1 and Q2. However, the operating expenses will even out in the second half of the year.

No property modification or renovations have been undertaken in Q2. However, the goal to construct an outdoor basketball court is high on our list of priorities.

Stakeholder relationships are growing from strength to strength and this is particularly related to the external support we receive as part of the curriculum delivery. Key groups that provide support are Hapu and Iwi affiliated which is a strength of the school.

With new staff on board the team, it is imperative to develop shared knowledge and understanding regarding our vision, strategic plan, curriculum development and implementation. An external education consultancy group will be assisting the Sponsor's and staff to develop in this area.

Our geographical location is situated in a flooding area. The kura is not directly at risk of flooding as we are on higher ground. However, road slips and flooding from the north and south entrances of state highway one often occur which could limit access to the kura. We are progressing a civil defence system which includes the wider community and local district council.

Moving forward we will be increasing our ability to access the school database externally to advise parents within a timely manner, if the school is forced to close.

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: Nil</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: Nil</p>
3.3	<p>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</p> <p><i>Please refer to <u>Annex A of Schedule 1 of your Agreement</u> for the specifics as they apply to your Partnership Kura.</i></p> <p>Response: We have operated the school 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><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Maximum Roll level of your Partnership Kura.</i></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><i>Please refer to <u>Part 2, Section 7, Enrolment of Students at School and in Courses</u> of your Agreement for information on the Acceptance of Students (clause 7.2), International Students (clause 7.3) and Students with Special Education need (clause 7.4).</i></p> <p>Response: We have accepted students in accordance with the above clauses in the Agreement.</p>

3.6	<p>Please confirm that the school hours and term dates have not reduced below the Minimum Levels set out in Schedule 1 of the Agreement?</p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Minimum Levels for your Partnership Kura.</i></p>
	<p>Response: We confirm that the school hours and term dates have not reduced below the minimum levels and have been carried out in accordance with Schedule 1 of the Agreement.</p>

3.7	<p>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 Education Act 1989.</p> <p><i>Please refer to the <u>maximum periods</u> as set out in the Education Act 1989.</i></p>
	<p>Response: The school has not exceeded the maximum periods for stand downs or suspensions as set out in the Education Act 1989. No students have been stood down or suspended from the school.</p>

3.8	<p>Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.</p> <p><i>Please refer to <u>Schedule 3: Additional Student Services Offered</u> of your Agreement for information on the provision of student transport services.</i></p>
	<p>Response: The school can confirm that the transport described in Schedule 3 of the Agreement is being provided. We have two Ministry funded bus services provided by Athol Caves Bus Services (Whangarei to Whangaruru) and Perry Clarkes Bus Services (Moerewa to Whangaruru).</p>

3.9	<p>Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?</p> <p><i>Please refer to <u>Part 2, Section 12: Governance of the School</u> of your Agreement for information on the person responsible for teaching and learning. Note this person must have a proven background in educational leadership.</i></p>
	<p>Response: We confirm that Natasha Sadler is the Curriculum Director and is responsible for teaching and learning. She meets all the requirements as set out in the Agreement.</p>

3.10	<p>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? <i>Please refer to <u>Schedule 4: Governance and Teachers of your Agreement</u> for information on the number/percentage of registered teachers and holders of Limited Authority to Teach.</i></p>
	<p>Response: In 2014, the percentage of Registered Teachers and Holders of Limited Authority to Teach, at the school are 70% and 15% respectively. We can confirm that the percentage of teaching positions filled by Registered Teachers and Limited Authority to Teach have not fallen below the minimum number.</p>

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? <i>Please refer to <u>Schedule 4: Governance and Teachers of your Agreement</u> for information on the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach.</i></p>
	<p>Response: In 2014, Registered Teachers or holders of Limited Authority to Teach must teach 79% of the curriculum, compared with the total curriculum time. We can confirm that the percentage of curriculum time taught by Registered Teachers/or Holders of a Limited Authority to Teach has not fallen below this minimum percentage set out in Schedule 4 of the Agreement. We currently have three qualified secondary teachers and an unqualified teacher in full time positions. We are currently understaffed by 1.5 staff members.</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? <i>Please refer to <u>Part 2, Section 13: Teachers and other Sponsor employees and contractors of your Agreement</u> for information on police vetting. Please refer to clauses <u>78C</u> to <u>78CD</u> of the Act as applied by <u>section 158U</u> of the <u>Education Act 1989</u>.</i></p>
	<p>Response: All teachers and other employees of the Sponsor, and contractors have been police vetted. The school has 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? <i>Please refer to <u>Part 3: Records and Reporting of your Agreement</u> for information on Reporting to the Minister.</i></p>
	<p>Response: We have reported to the Minister in accordance with clause 18.2 of the Agreement and within the required dates and timeframes.</p>

3.14	<p>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement? Please refer to <u>Part 2, Section 7: Enrolment of Students at School and in Courses</u> of your Agreement for information on reporting to parents</p> <hr/> <p>Response: Yes</p>
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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? Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</p> <hr/> <p>Response: Not applicable until 2015.</p>
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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: Participation	Previous Quarter 1	Current Quarter 2	Comment
Goal: Students will experience learning success through a safe and an authentic land and water curriculum (Goal 3 in Strategic Plan)				
	Measure: All learners will engage in curriculum strands that utilize the land and the water that "The Farm", "Our kura", and the Ngātiwai rohe have to offer.	Met	Met	We have engaged with a range of providers within the local community and the wider iwi to supplement our curriculum coverage.
	Measure: Curriculum is engaging which encourages high levels of participation. Authentic options include: Equine/Horses, Motorbikes/Automotive, Coast Guard/Day Skipper, Kapa Haka/Māori Performing Arts, Project Possum, Project Fencing, Production/Acting and Film Production plus an in context Experiencing Marine Reserves programme.	Met	Met	All facilitators have relevant and updated certification as required.
Goal: We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented children & non-Māori)(Goal 4 in Strategic Plan).				
	Measure: Students will co-construct Personalised Learning Plans (PLP) with their learning coaches (teachers/facilitators), their	Progressing Towards	Progressing Towards	

	whānau and support networks that are important in supporting learner success. The PLP is reviewed every term.			
	Measure: Gifted and Talented students will be supported to make continued accelerated progress	Met	Met	Diagnostic assessments identified gifted and talented students. Junior students have been entered into NCEA L1 on this basis.

4.1.2	Objective 2: Engagement	Previous Quarter 1	Current Quarter 2	Comment
	Goal: Students will experience learning success through an authentic cultural environment so they are confident and continue to be connected in 'te reo me ngā tikanga Māori o Ngātiwai' and their personal histories. – Goal 2 in Strategic Plan.			
	Measure: All learners and staff will engage in a tikanga & reo Māori o Ngātiwai curriculum.	Met	Met	Hui with local kaumātua at the kōhanga reo, at wāhi tapu in Mokau, at Tūparehuia and Ngaioletonga.
	Measure: Include at least 3 marae-noho per school year at marae throughout the Ngātiwai rohe to access localized histories and reo used by the kaumātua of each of those marae.	Met	Met	Hui with local kaumātua at the kōhanga reo, at wāhi tapu in Mokau, at Tūparehuia and Ngaioletonga.

4.1.3	Objective 3: Retention & Recruitment	Previous Quarter 1	Current Quarter 2	Comment
	Goal: We will develop a culture of respect embraced by a supportive whānau whānui (immediate whānau & extended community whānau) (Goal 7 in Strategic Plan).			
	Measure: Learners, staff, whānau and the extended community will be given the opportunity to give input into the High Expectations (Behavioural Management) plan.	Progressing Towards	Progressing Towards	
	Measure: We will draw on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery.	Met	Met	
	Goal: We will develop a culture of self-review and provide high quality character building teaching to ensure student engagement, retention and achievement – Goal 8 in Strategic Plan			

	Measure: Staff reflections are recorded at the end of each term as a way of improving future practice and programmes.	Progressing Towards	Met	
	Measure: Utilise engage not enrage teaching strategies.	Progressing Towards	Progressing Towards	External Education Consultants are supporting our kura via professional learning development in Quarter three.

4.1.4	Objective 3: Student Achievement	Previous Quarter 1	Current Quarter 2	Comment
Goal: Students will experience learning success in the 3 levels of NCEA and other relevant qualifications/pathways that align with their Personalised Learning Plan. (PLP) – Goal 6 in Strategic Plan.				
	Measure: Entries into NCEA and other qualifications that align with school purpose.	Progressing Towards	Met	Entries file sent to NZQA via KAMAR system in Quarter 2.
	Measure: Successful attainment of NCEA and other qualifications including the Day Skipper Certificate and The Duke of Edinburgh Awards.	Progressing Towards	Progressing Towards	13 students have been awarded the Day Skipper Modular Certificate in Quarter 2. 1 Gifted and Talented Year 8 student has been entered into NCEA Level 1.
Goal: Students will experience learning success upon entry, during and upon exit from our Kura Hourua/Partnership School (Goal 5 in Strategic Plan).				
	Measure: Academic, Pastoral and Personal Student Files include information from previous school.	Progressing Towards	Met	Files are kept in filing cabinet in administration office, on the server and in the KAMAR system.
	Measure: Academic, Pastoral and Personal Student Files include PLP and current information. Hard and electronic files are kept in a centralized and secure place including KAMAR.	Progressing Towards	Met	Personalised Learning Plan (PLP) documents support discussions at parent teacher interviews.
	Measure: Student Achievement Reports clearly reflect social, cultural and academic progress. Reports are filed electronically in KAMAR for easy distribution onto next learning establishment.	Progressing Towards	Met	Student Achievement Reports are generated through the KAMAR system and form the basis for discussion at parent teacher interviews.

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 2: Student Achievement

4.2.1	<p>Please provide any context or explanatory information relevant to your student achievement data in the box below.</p> <hr/> <p>Response:</p>
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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 multiplied by the number of students multiplied by the number of days the school is open	11 days	17.2 days	Normal process is that within one hour of school, parents are called to confirm reason for absence. On occasion house visits are made. There have been times parents have been unavailable or not returned messages. Leading into term three we will be implementing the 5+5+5 attendance monitoring programme. We are also investing in an online programme 'school links' that will help us link to students and their parents, particularly with absences. This programme can also be linked to KAMAR to enable accurate recording.

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 per year per 100 students	0 days	0 days	

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
	0.42 days per year per 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 per year per 100 students	0	0	

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	MEASURE: Expulsions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0	0	0	

4.4 Financial performance

See Appendix 3a: 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%	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">s 9(2)(b)(ii) OIA</div>		There is a vast difference between quarter one and quarter two for the following reasons: A high percentage of Q1 invoices were paid in Q2 High set up costs were incurred in Q2

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	1.33:1	1.13:1	

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	0.39:1	0.36:1	

4.4.4	MEASURE: Operating Cash			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	Positive cashflow forecast=actual	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">s 9(2)(b)(ii) OIA</div>		

4.4.5	MEASURE: Enrolment Variance			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	71	62	54	

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.
- It is not necessary to supply copies of records from your Attendance Management System.
- Please complete the attached table and calculate your percentages based on figures inserted into this template and using the definitions provided.
- The Performance target is for 75% of the total school roll to be made up of students who are Māori, Pasifika, have Special Education needs and/or students from low socioeconomic backgrounds.
- The Sponsor **is not required** to specify which group a student may fall under (note, that the data provided though will be subject to audit).
- We suggest you begin identifying students who identify with being Māori, Pasifika or are students with special education needs first.
- A student can only be counted in **one** category but we recognise that they could identify with more than one priority learner group.
- The % figures in box 4.5.1 should add up to 100%.

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
	54	98%	2%
	Comments (if any)		
	52/54 of our students are of Māori descent.		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
	Response: Whangarei – 48%; Whangaruru – 34%; and Kawakawa – 18%.

5. OPERATIONAL MANAGEMENT

5.1 Property

5.1.1	<p>Please provide information on your school property. <i>Consider the following topics in your response:</i></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. <hr/> <p>Response: There were no modifications undertaken at the property including renovations, site development and landscaping since our last quarterly report.</p> <p>We have four classrooms and a hall which support the delivery of the curriculum. There are no health and safety issues regarding the property. There are no forecasted changes to our property to cater for roll growth.</p> <p>In the next 6-12 months we plan to have awning covers over our classrooms for added rain shelter. We are still working on the development of a basketball/netball court but this may occur in fiscal15.</p>
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5.2 Whānau and Community Engagement Policy

See Appendix 4: 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. <i>Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:</i></p> <hr/> <p>Response: This is an area of ongoing development. We've focused on managing our micro relationships with parents/caregivers through phone contact and newsletters. Our website is updated and accessible to the wider community. We continue to remain in contact with our local kaumatua and kuia and there is reciprocal participation in cultural practices on school grounds (powhiri) and in the community (marae). We expect to strengthen our strategic community engagement as term three progresses.</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			
	Papataiao - National Trade Academy	Project possum and Project Fencing	16 hours per term
	Moana Futures	Coast Guard/Day Skipper	Three hours per week.
	Te Aho o Te Kura Pounamu	Dual enrolment for Correspondence Programmes	Two option lines within the timetable.
COMMUNITY ORGANISATIONS AND GROUPS			
	Ngātiwai Trust Board	Use of their meeting rooms for kura and trustee meetings. Support from the Ngātiwai Education Team	Four trustees, two kura staff, two ministry advisors and one accountant. Approximately three hours per week.
	Te Uri o Hiki Hiki	Local Whangaruru kaumatua and kuia support for kura activities/powhiri and input into local tikanga and Māori curriculum.	Hours vary week by week.
	Northland Youth Health Service	External contractors who facilitated our diversion programme.	20 hours per week.
	Ngāti Hine Health Trust	Smoking cessation programme.	Two days in term two.
	The Farm	Contracted services to provide the motorbike and equine deliver of our specials programme.	Three hours per week.
	Koti Whero Ltd	Delivery of the kapa haka component to our specials programme.	Three hours per week.
	Oneill Surf Academy	Delivery of the Surf Programme.	Two hours per week.
	Mountains to Sea Conservation Trust	Experiencing Marine Reserves Programme.	Eight hours in Quarter two.
	Aspire to Inspire	Character Development Programme.	One week in Quarter two.

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>NZ Herald</i>	Negative perception regarding the change of management and high risk behaviours of students.	http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11278582
	<i>Whangarei Leader</i>	Experiencing Marine Reserves – acknowledgement of two student apprentices who attend our kura.	

5.4 Complaints and the Independent Review Process (IRP)

5.4.1	Describe any official complaints (written) received by the Sponsor in the table below.
	Response: No complaints received.
5.4.2	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.
	Response: No challenges received.

5.5 Operational Policies and Health and Safety

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> <ul style="list-style-type: none"> Not applicable. <p><i>List of policies that have not been amended:</i></p> <ul style="list-style-type: none"> Health and Safety Harassment Prevention Privacy Human Rights Security and Access Smoke Free and Alcohol Free Environments Quality and Risk Management Systems Complaints Policy Information and Communication Technology (ICT) Education Outside the Classroom.

6. RISKS AND ISSUES

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

See Appendix 5: Risks and Issues Register

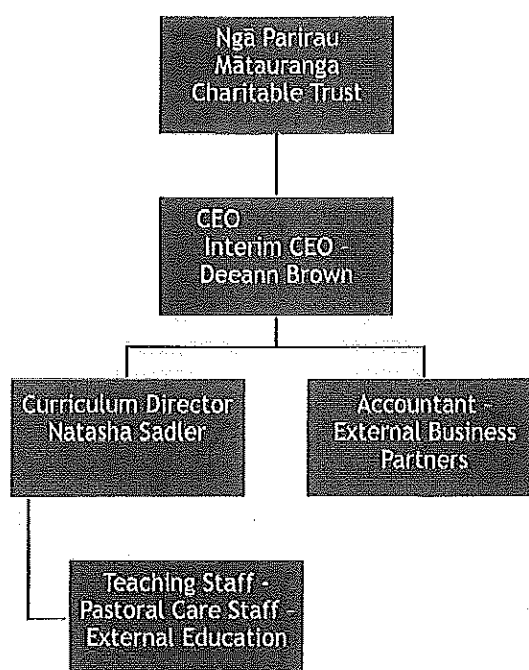
6.1 Risks

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: Please refer to Appendix 5: Risks and Issues Register.</p>

APPENDIX 1: ORGANISATION STRUCTURE



Partnership Schools | Kura Hourua - 2014 MID YEAR achievement reporting schools with Year 11-13 students

Number:	691
Name:	Te Kura Hourua ki Whangaruru
Total Students	21

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	Number
All students	15	Total not entered	6	Total not entered			
Māori	15	Total not entered	6	Total not entered			
Pasifika							
Other							
Male	10	Total not entered	1	Total not entered			
Female	5	Total not entered	5	Total not entered			

NCEA	(Tracking to) get level 1		(Tracking to) get level 2		(Tracking to) get level 3		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 11	15	Total not entered					
Year 12			4	Total not entered			
Year 13			2	Total not entered			

Note 1: 1 of the students included in the Year 11 count is actually a Year 8 student. He is a gifted learner.

Note 2: In addition to the NCEA Qualifications, every student at our school also has the opportunity to achieve the Day

Note 3: In addition to the NCEA and Day Skipper Certificate, a Year 11 student is also entered into a Shorkel Instructor

Course as per her Personalised Learning Plan.

Note 4: All of our Senior Boys and most of our Senior Girls who are entered into NCEA have almost completed Agriculture and Horticulture

standards which is supporting them to positively track towards attaining their qualification.

Note 5: Senior students whom have shown evidence of requiring additional support in numeracy have been entered into US26623, US26626 and US26627

Note 6: All juniors are entered into a minimum of 38 credits through project production.

tracking towards L1 NCEA.

Nga Parirau Matauranga Charitable Trust Financial Performance Quarterly Reporting

Quarter 1 April - 30 June 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	310,158	375,891			686,049
Total Expenditure for Quarter					
Operating Surplus					

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

Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	1.33	1.13			1.13

Total Liabilities					
Total Equity					
Debt Equity Ratio	0.39	0.36			0.36

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


Operating Cash per Forecast					
Operating Cash at End of Quarter					

Enrolment at end of Quarter					
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Financial Statements Attached	Yes	Yes			
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Certification

I certify that Nga Parirau Matauranga Charitable Trust is solvent and will remain solvent.

Signed 
Name: Dee-Ann Brown
Date: 31/07/14

The eight following pages of financial information have been deleted under section 9(2)(b)(ii) OIA



Te Kura Hourua ki Whangaruru

Engagement with Parents, Family, Whānau, Hapū and wider communities

3.1	Engagement with the papakāinga in the establishment and implementation phase of Te Kura Hourua ki Whangaruru	Pages 2 – 3
3.2	Ongoing engagement with the papakāinga by Te Kura Hourua ki Whangaruru	Pages 4 – 5
3.3	Curriculum Co-construction	Pages 6 – 7
3.4	Strategic Planning Co-construction	Pages 8 – 9
3.5	High Expectations Plan Co-construction	Pages 10 – 12
3.6	Curriculum and Extra-Curricular Co-delivery	Pages 13 – 14
3.7	He Wakaputanga me Te Tiriti o Waitangi	Page 15
3.8	Communication with Iwi	Pages 16 & 17

Te Kura Hourua ki Whangaruru

3.1 Policy for the engagement with the papakāinga in the establishment and implementation phase of Te Kura Hourua ki Whangaruru

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a responsibility to ensure that the parents, family, whānau, iwi and wider community have the opportunity for input into the vision and objectives of the school during the establishment and implementation phase of Te Kura Hourua ki Whangaruru.
- 2) An important factor in determining the holistic development of the school will be ensuring that the aspirations of important stake-holders are included in the vision and the objectives of Te Kura Hourua ki Whangaruru.
- 3) All community hui and communications must be culturally responsive and appropriate and follow the tikanga of the local hapū and iwi.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are utilised and acknowledged in a respectful and authentic way.

Procedures for the engagement with the papakāinga in the establishment and implementation phase of Te Kura Hourua ki Whangaruru:

All community hui/hui whakawhitiwhiti kōrero are to be organised by the Senior Management Team and communications must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

For major hui whakawhitiwhiti kōrero, contact with kaumātua must be made between the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and the kaumātua of the rohe.

The Process:

- All community hui whakawhitiwhiti kōrero must be adequately advertised by using appropriate mediums including but not limited to; Facebook, newspaper, twitter, pānui, word of mouth and/or radio.
- An information pack will be available for all prospective parents, whānau members, hapū and iwi members who enquire, containing:
 - Information about the purpose of the hui
 - Information about Te Kura Hourua ki Whangaruru, as contained in the appropriate extracts of the school prospectus

- Contact numbers and emails of the Senior Management Team members and any other delegated personnel assisting with the hui will be made available to enable easy access to information about the establishment of Te Kura Hourua ki Whangaruru.
- Adequate funds will be allocated for hui during the implementation and establishment phase to ensure quality resourcing including kai (manaakitanga)
- Where appropriate, hui will be held on local marae and at the homes of whānau to improve the school's access and communication with the whānau. In such instances at least 2 staff members will be in attendance.
- Where prospective parents, whānau members, hapū, iwi and community members visit the temporary premises prior to the establishment of the kura, a member of the team will make themselves available to provide hospitality (manaakitanga) and information about the kura.
- An attendance roll and contact's list will be taken at each hui whakawhitiwhiti kōrero.
- Participants will be encouraged to ask pātai at hui whakawhitiwhiti kōrero to seek clarification about Te Kura Hourua ki Whangaruru.
- The Curriculum Director, Business Director and Trustees will endeavour to answer as many pātai within the allocated time at hui whakawhitiwhiti kōrero. Pātai that require further research will be noted and public responses will be made available on the Te Kura Hourua ki Whangaruru Facebook page (if appropriate) or directly to the person asking the pātai.
- All hui whakawhitiwhiti kōrero, during the implementation and establishment phase, will be in an open forum to enable prospective whānau, hapū, iwi and community input.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for the engagement with the papakāinga in the establishment and implementation phase of Te Kura Hourua ki Whangaruru to be available on the Kura facebook page and the school website when it is designed by the students.
- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.2 Policy for the ongoing engagement with the papakāinga by Te Kura Hourua ki Whangaruru

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a responsibility to ensure that the parents, family, whānau, iwi and wider community of the learners at our school have the opportunity for input into the vision, objectives and operations of Te Kura Hourua ki Whangaruru in an on-going way.
- 2) An important factor in maintaining the holistic approach of the school will be ensuring that the aspirations of important stake-holders, particularly parents and whānau of our learners, are included in the vision, objectives and operations of Te Kura Hourua ki Whangaruru.
- 3) All community hui and communications must be culturally responsive and appropriate following the tikanga of the local hapū and iwi.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are utilised and acknowledged in a respectful and authentic way.

Procedures for the ongoing engagement with the papakāinga by Te Kura Hourua ki Whangaruru:

All school community hui and school information gatherings are to be managed by the Senior Management Team and delegated kaiako. Communications must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

Contact with kaumātua must be made by the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and/or the delegated staff member(s).

The Process:

- All school hui whakawhitiwhiti kōrero and school gatherings must be adequately advertised by using appropriate mediums including but not limited to; Facebook, newspaper, twitter, pānui, word of mouth, the school 'Pānui o te Wā and/or radio.
- An information pack in relation to the hui will be available for all parents and whānau:
 - Information about the purpose of the hui
 - Information on te Kura Hourua ki Whangaruru, as contained in the appropriate extracts of the school prospectus
 - Contact numbers and emails of the Senior Management Team members and any other delegated personnel assisting with the hui will be made available to enable easy access to information about the hui

- Adequate funds will be allocated in the annual budget to ensure adequate resourcing including kai (manaakitanga).
- Where appropriate, hui will be held on local marae and at the homes of whānau to improve the school's access and communication with the whānau. In such instances at least 2 staff members will be in attendance.
- When parents, whānau members, hapū, iwi and community members visit the kura, a member of the team will make themselves available to provide hospitality (manaakitanga), information about the kura and respond to their queries.
- An attendance roll and contact's list will be taken at each hui whakawhitiwhiti kōrero.
- Participants will be encouraged to ask pātai at hui whakawhitiwhiti kōrero to seek clarification about Te Kura Hourua ki Whangaruru.
- The Curriculum Director, Business Director and Trustees will endeavour to answer as many pātai within the allocated time at the hui whakawhitiwhiti kōrero. Pātai that require further research will be noted and public responses will be made available on the Te Kura Hourua ki Whangaruru Facebook page/kura website if appropriate or directly to the person asking the pātai.
- All hui whakawhitiwhiti kōrero will be open to enable whānau, hapū, iwi and community input.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for the ongoing engagement with the community of Te Kura Hourua ki Whangaruru to be available on the Kura website.
- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.3 Policy for Curriculum Co-construction

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a responsibility to ensure that the parents, family, whānau, iwi and wider community of the learners at our school have the opportunity for appropriate input into the kura curriculum as aligned with the vision, values and purpose of Te Kura Hourua ki Whangaruru.
- 2) An important factor in maintaining the holistic approach of the school will be ensuring that the aspirations of important stake-holders, particularly parents and whānau of our learners, are included in the vision, objectives and curriculum co-construction at Te Kura Hourua ki Whangaruru.
- 3) All curriculum co-construction hui and communications must be culturally responsive and appropriate following the tikanga of the local hapū and iwi.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are utilised and acknowledged in a respectful and authentic way.

Procedures for curriculum co-construction at Te Kura Hourua ki Whangaruru:

All curriculum co-construction hui (which may be coordinated to include the strategic plan and High Expectations hui) are to be managed by the Senior Management Team and delegated kaiako. Communications must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

It is vital that input from the whānau into the curriculum is respected and that a balanced view be utilised by staff when considering the whakaaro of whānau as the curriculum is co-constructed. Teaching staff are encouraged to draw upon the strengths of the community to provide holistic and high quality programmes that suit their pedagogical strengths and the needs of the learners.

Contact with kaumātua must be made by the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and/or the delegated staff member(s).

The Process:

- All curriculum co-construction hui must be adequately advertised by using appropriate mediums including but not limited to; Facebook, newspaper, twitter, pānui, word of mouth, the school 'Pānui o te Wā and/or radio.
- An information pack in relation to the hui will be available for all parents and whānau:

- Information about the purpose of the hui
- Information on te Kura Hourua ki Whangaruru, as contained in the appropriate extracts of the school prospectus
- Information about the core subjects and projects being delivered at our kura as developed by the teaching staff in alignment with the students personalised learning plans. (PLPs)
- Contact numbers and emails of the Senior Management Team members and any other delegated personnel assisting with the hui will be made available to enable easy access to information about the hui
- Adequate funds will be allocated in the annual budget to ensure adequate resourcing including kai (manaakitanga)
- Where appropriate hui will be held on local marae and at the homes of whānau to improve the school's access and communication with the whānau. In such instances at least 2 staff members will be in attendance.
- An attendance roll and contact's list will be taken at each curriculum co-construction hui.
- Participants will be encouraged to ask pātai and offer input into the curriculum to draw upon the skills and talents of the immediate and wider community of Te Kura Hourua ki Whangaruru.
- The Curriculum Director and teaching staff will include appropriate whānau and community input within learning programmes.
- Curriculum co-construction hui will occur at the end of the year pre-ceeding the new school year to allow adequate planning time.
- All curriculum co-construction hui will be open to whānau, hapū, iwi and community members to share their experience and expertise.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for Curriculum Co-construction to be available on the Kura website.
- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.4 Policy for Strategic Planning Co-construction

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a responsibility to ensure that the parents, family, whānau, iwi and wider community of the learners at our school have the opportunity to give appropriate input into the Strategic Plan of the school as aligned with the vision, values and purpose of Te Kura Hourua ki Whangaruru.
- 2) An important factor in maintaining the holistic approach of the school will be ensuring that the aspirations of important stake-holders, particularly parents and whānau of our learners, are included in the vision, objectives and Strategic Planning at Te Kura Hourua ki Whangaruru.
- 3) All Strategic Planning co-construction hui and communications must be culturally responsive and appropriate following the tikanga of the local hapū and iwi.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are utilised and acknowledged in a respectful and authentic way.

Procedures for strategic planning co-construction at Te Kura Hourua ki Whangaruru:

All strategic planning co-construction hui (which may be coordinated to include the High Expectations plan and curriculum co-construction hui) are to be managed by the Senior Management Team and delegated kaiako. Communications must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

It is vital that input from the whānau into the strategic planning is respected and that a balanced view be utilised by the Sponsor's when considering the whakaaro of whānau as the 3 year Strategic Plan is co-constructed. Sponsor Trustees and the Senior Management Team are encouraged to draw upon the strengths of the school and wider community to provide holistic and high quality goals and objectives within the Strategic Plan.

Contact with kaumātua must be made by the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and/or the delegated staff member(s).

The Process:

- All strategic planning co-construction hui must be adequately advertised by using appropriate mediums including but not limited to; Facebook, newspaper, twitter, pānui, word of mouth, the school 'Pānui o te Wā and/or radio.
- An information pack in relation to the hui will be available for all parents and whānau:
 - Information about the purpose of the hui
 - Information about the overarching vision and values of the school as included in the appropriate extracts of the prospectus

- Information about student achievement from the current and previous years
- Contact numbers and emails of the Senior Management Team members and any other delegated personnel assisting with the hui will be made available to enable easy access to information about the hui
- Adequate funds will be allocated in the annual budget to ensure adequate resourcing including kai (manaakitanga).
- Where appropriate hui will be held on local marae and at the homes of whānau to improve the school's access and communication with the whānau. In such instances at least 2 staff members will be in attendance.
- An attendance roll and contact's list will be taken at each strategic planning co-construction hui.
- Participants will be encouraged to ask pātai and offer input into the strategic plan to draw upon the skills and talents of the immediate and wider community of Te Kura Hourua ki Whangaruru.
- The Sponsor, Senior Management Team and teaching staff will include appropriate community input within strategic and annual planning.
- Broad over-arching goals in the strategic plan will form the basis of the annual plan.
- Achievement data will form the basis of achievement targets.
- Strategic planning update hui will occur at the end of each year preceding the new school year to allow adequate planning time.
- Major strategic planning re-construction will occur every 3 years
- All strategic planning co-construction hui will be open to whānau, hapū, iwi and community members to share their experience, expertise and local competence from a range of industries and experiences.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for Strategic Planning Co-construction to be available on the Kura website.
- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.5 Policy for the Co-construction of the High Expectations Plan

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a responsibility to ensure that the parents, family, whānau, iwi and wider community of the learners at our school have the opportunity for appropriate input into the High Expectations Plan of the school as aligned with the vision, values and purpose of Te Kura Hourua ki Whangaruru.
- 2) An important factor in maintaining the holistic approach of the school will be ensuring that the aspirations of important stake-holders, particularly parents and whānau of our learners, are included in the school's vision and objectives including a High Expectations Plan (which is sometimes referred to as a Behavioural Management Plan).
- 3) All hui and communications re the High Expectations Plan must be culturally responsive and appropriate following the tikanga of the local hapū and iwi.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are included in the High Expectations Plan and acknowledged in a respectful and authentic way.

Procedures for the co-construction of our High Expectations Plan for Te Kura Hourua ki Whangaruru:

All hui regarding the High Expectations Plan (which may be coordinated to include the strategic plan and curriculum co-construction hui) are to be managed by the Senior Management Team and delegated kaiako. Communications must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

It is vital that input from the whānau into the strategic planning is respected and that a balanced view be utilised by the Sponsor's when considering the whakaaro of whānau as the High Expectations Plan is co-constructed. Sponsor Trustees, the Senior Management Team and the teaching staff are encouraged to draw upon the strengths of the community to provide holistic and high quality processes and procedures within the High Expectations Plan. The High Expectations Plan is to be potential based focussed on developing the learner as a whole person and supporting corrective measures that encourage growth.

Contact with kaumātua must be made by the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and/or the delegated staff member(s).

The Process:

- All hui regarding the High Expectation Plan must be adequately advertised by using appropriate mediums including but not limited to; Facebook, newspaper, twitter, pānui, word of mouth, the school 'Pānui o te Wā and/or radio.
- An information pack in relation to the hui will be available for all parents and whānau:
 - Information about the purpose of the hui
 - Information about the overarching vision and values of the school as included in the appropriate extracts of the prospectus
 - Information about student engagement, pastoral care and student retention from the current and previous years
 - Contact numbers and emails of the Senior Management Team members and any other delegated personnel assisting with the hui will be made available to enable easy access to information about the hui
- Adequate funds will be allocated in the annual budget to ensure adequate resourcing including kai (manaakitanga)
- Where appropriate, hui will be held on local marae and at the homes of whānau to improve the school's access and communication with the whānau. In such instances at least 2 staff members will be in attendance.
- An attendance roll and contact's list will be taken at each hui regarding the High Expectations Plan.
- Participants will be encouraged to ask pātai and offer input into the High Expectations Plan to draw upon the skills and talents of the immediate and wider community of Te Kura Hourua ki Whangaruru.
- The Sponsor, Senior Management Team and teaching staff will include appropriate community input within the High Expectation planning.
- Annual update hui regarding High Expectation Planning will occur at the end of each year preceding the new school year and on an ongoing basis.
- Major re-construction of the High Expectation Plan will occur every 3 years
- All hui regarding the High Expectation Plan will be open to whānau, hapū, iwi and community members.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for the Co-construction of a High Expectations Plan to be available on the Kura website.

- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.6 Policy for Curriculum and Extra-curricular Co-delivery

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a responsibility to ensure that learners have high quality educators including but not limited to those who are; registered, on a limited authority to teach, specialists from a range of industries, community and whānau members with specialist skills.
- 2) An important factor in maintaining the holistic approach of the school will be ensuring that the aspirations of important stake-holders, particularly parents and whānau of our learners, are included in the vision, objectives including a partnership in co-delivering aspects of the curriculum and extra-curricular activities at Te Kura Hourua ki Whangaruru.
- 3) Another important factor in maintaining high quality learning outcomes and the cultural, physical and intellectual safety of all learners is ensuring that all facilitators have undertaken certain processes to maintain those levels of safety.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are utilised and acknowledged in a respectful and authentic way.

Procedures for the co-delivery of curriculum and extra-curricular activities at Te Kura Hourua ki Whangaruru:

All facilitators at Te Kura Hourua ki Whangaruru will be suitable and deliver in accordance with the vision, values and objectives of the school. Facilitation must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

It is vital that co-delivery in curriculum and extra-curricular activities alongside the whānau, community agencies and partners with skills and experience is encouraged and engaged. Sponsor Trustees, the Senior Management Team and the teaching staff are encouraged to draw upon the strengths of the community to provide holistic and high quality outcomes.

Contact with kaumātua must be made by the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and/or the delegated staff member(s).

The Process:

- All potential curriculum facilitators will be involved in curriculum planning in alignment with the Project Based Inquiry Learning components of the Annual Plans and Kaiako Outlines.
- All potential curriculum and extra-curricular facilitators will be required to fill in a police vetting form.

- A human resource register will be kept of all whānau members who co-deliver in curricular and extra-curricular activities.
- All potential curriculum facilitators will be required to provide a CV and/or a reference which clearly articulates their suitability to participate in any in-depth curriculum co-delivery.
- Kaumātua of the rohe who are noted as experts in tikanga me te reo o Ngātiwai are a taonga and our school would be honoured to have them participate in the co-construction and the co-delivery of those important components of our curriculum.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for Curriculum and Extra-curricular Co-delivery to be available on the Kura website.
- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.7 Policy: He Wakaputanga me Te Tiriti o Waitangi

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1.1 The school recognises He Wakaputanga o te Rangatiratanga o Nu Tireni as the founding constitutional document of an independent Aotearoa.
- 2) The school recognises Te Tiriti o Waitangi as the agreement which upholds the intent of He Wakaputanga and sets out the political relationship between Māori and the Crown..
- 3) The articles of Te Tiriti are to be reflected in all aspects of the school curriculum and administration.
- 4) All students are to be assisted in learning Te Reo Māori me ngā tikanga o Ngātiwai.
- 5) The school environment and practices within it will reflect the bi-cultural nature of our community.
- 6) Close relationships will be maintained with Kaumātua and Whānau, and their advice and guidance sought and followed in understanding the particular educational, social and cultural needs of Māori students.
- 7) All students will be supported in learning and demonstrating an understanding of Māoritanga.
- 8) All students will be supported in learning and demonstrating an understanding of the effects of colonisation on Māoritanga.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

Te Kura Hourua ki Whangaruru

3.8 Policy for Communication with Iwi

Adopted by the Sponsor Trustees of Ngā Parirau Mātauranga Charitable Trust on

- 1) The Sponsors accept that they have a high percentage of Ngātiwai uri as members of the trust and that the school is built on whenua within Ngātiwai ki Whangaruru, Te Uri o Hikihiki. Due to this they accept that they must communicate and seek advice from Te Kāhui Kaumātua o Ngātiwai (The Council of Elders of Ngātiwai.)
- 2) In addition to this the Sponsor accepts the responsibility to communicate with whanaunga from surrounding and other iwi including but not limited to Ngāpuhi nui tonu, Ngāti Hine, Te Rarawa, Te Aupouri and Ngāti Whātua.
- 3) All hui and communications with iwi must be culturally responsive and appropriate following the tikanga of the local hapū and iwi.
- 4) The Sponsors accept that they have a responsibility to ensure that the local kaumātua are included in communications, to ensure that the tikanga of the local hapū and iwi are included and acknowledged in a respectful and authentic way.

Procedures for communication with Iwi

A member of Te Kāhui kaumātua o Ngātiwai will be invited to all hui regarding the Cultural well-being of the kura. (Which may be coordinated to include the strategic plan, the High Expectations Plan and curriculum co-construction hui).

Whanaunga from surrounding iwi may also be invited to huihui depending on the nature of the hui. Whānau of taitamariki at our kura who belong to iwi other than Ngātiwai are always welcome to attend hui at our kura and this extends to their wider whānau, hapū and iwi.

These hui are to be managed by the Senior Management Team and delegated kaiako. Communications must be of high quality ensuring that the Sponsor's mana and the mana of Te Kura Hourua ki Whangaruru remains in-tact.

It is vital that input from the whānau, local hapū, local iwi and iwi with vested interests have input into the cultural responsiveness of our kura.

Contact with kaumātua must be made by the trustee with responsibility for the 'Tikanga and te reo Māori o Ngātiwai' portfolio and/or the delegated staff member(s).

The Process:

- All hui regarding the Cultural Responsiveness of the kura must be adequately advertised by using appropriate mediums including but not limited to; Facebook, newspaper, twitter, pānui, word of mouth, the school 'Pānui o te Wā and/or radio.
- An information pack in relation to the hui will be available for all parents and whānau:
 - Information about the purpose of the hui
 - Information about the overarching vision and values of the school as included in the appropriate extracts of the prospectus
 - Contact numbers and emails of the Senior Management Team members and any other delegated personnel assisting with the hui will be made available to enable easy access to information about the hui
- Adequate funds will be allocated in the annual budget to ensure adequate resourcing including kai (manaakitanga)
- Where appropriate, hui will be held on local marae to improve the school's access and communication with the whānau, hapū and iwi. In such instances at least 2 staff members will be in attendance.
- An attendance roll and contact's list will be taken at each hui
- Participants will be encouraged to ask pātai and offer input into the Cultural Responsiveness of our kura, to draw upon the skills and talents of the immediate and wider community of Te Kura Hourua ki Whangaruru.
- The Sponsor, Senior Management Team and teaching staff will include appropriate community input within the Strategic planning and day to day operations of the kura.
- All hui regarding the Cultural Responsiveness of our kura will be open to whānau, hapū, iwi and community members.

Evaluation:

- 5) The Curriculum Director is responsible for ensuring the evaluation of these procedures bi-annually, in conjunction with the Sponsors evaluation of the policies.

Approval:

- 6) As part of its approval the Sponsor requires a copy of the Policy for the Communication with Iwi to be available on the Kura website.

- 7) When the Sponsor approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Sponsor.

Signed

Sponsor Chairperson

On behalf of, and with the authority of the Sponsor on _____

6.1 Risk Register

Assess Risk												Evaluate Risk			Monitor Risk		Support from the Ministry
#	Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Controls	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	Ongoing	Health and Safety	Access may be prevented to the school during severe rainfalls due to the school's rural location. This could impact on student attendance particularly during the winter months.	Sponsor		Design and Implement a sound civil defence protocol which will include the school community, wider community and district council.	Medium	Likely			End of Q2	Nil					

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.
1	Ongoing	Capability / Capacity	We require an increase in the shared knowledge and understanding of our vision, strategic plan, curriculum (development and implementation).	Sponsor	Accepted	Sponsor	Possible	We have sought support from an external education provider to assist both the Sponsor and teaching staff develop a plan to address the issue.	End of Q2	Nil