

**Second Quarter Report 4:**  
**Vanguard Military School**



**VANGUARD MILITARY SCHOOL**

**PARTNERSHIP SCHOOLS KURA | HOURUA**

**QUARTERLY REPORT 2<sup>nd</sup> 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	
<b>Name of School</b>	Vanguard Military School
<b>Year Levels</b>	Year 11 and Year 12
<b>Last quarter Enrolment Count</b>	104
<b>School Address – Physical</b>	8 Rothwell Avenue, Albany, Auckland
<b>School Address – Postal</b>	PO Box 302 770, North Harbour
<b>Website Address</b>	<a href="http://www.vanguard.school.nz">www.vanguard.school.nz</a>
<b>Name of Key Contact</b>	Nick Hyde
<b>Key Contact email address</b>	[REDACTED]
<b>Key Contact phone number</b>	[REDACTED]
<b>Name of School Leader/person responsible for teaching and learning</b>	Rockley Montgomery s 9(2)(a) OIA
<b>School Leader/Principal email address</b>	[REDACTED]
<b>School Leader/Principal phone number</b>	[REDACTED]

### 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>There have been two changes to our staffing structure during this quarter. We have a new Welfare Officer who has replaced the previous one and we have appointed a graduate teacher so that we can train them in our specific systems, allow them to develop experience within our school and with the required curriculum so that they can be a valuable member of the staff in 2015.</p> <p>The Sponsor and those responsible for governance and management meet regularly for Advisory Board Meetings. The Sponsor and the Advisory Board Members are in charge of governance and the CEO and Principal are in charge of management of the school. Everyone is very clear on their role and we have worked well together with no challenges to the current system.</p> <p>The school ensures that all Advisory Board Members are aware of all rules, regulations and guidelines that are applicable to the school and of all the responsibilities set out in the Education Act. Financial Management Controls are in place and minutes of all meetings kept. Outside of this the binding contract with the Ministry of Education is an effective tool.</p>

## 2. EXECUTIVE SUMMARY FOR THE MINISTER

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*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

Vanguard Military School can report that it is very happy with its progress over the last quarter. The quarter has seen significant progress made by all students towards their NCEA qualifications. The school is also happy to acknowledge its school leavers with the first of our students after gaining their NCEA Level 2 qualifications embarking on careers with the New Zealand Defence Force.

The school has been active in engaging with our parents and community and this has been seen by our reporting each term to parents on the academic progress of their children, our monthly newsletter, updates on Facebook and our website and the recently completed parent's survey. The feedback from this survey has been overwhelmingly positive.

The key performance indicators of our contract are all being met at present with the exception of the number of days used for stand downs and suspensions. There has been an increase in Quarter 2 of stand downs and suspensions, which has resulted in an exclusion and two expulsions. The school has a zero tolerance to certain activities and behaviours, to ensure it provides a safe environment for all. Lastly we are happy to report that at the midway point we are certain we will be able to deliver the academic performance indicators for Level 1 and Level 2 qualifications.

The school has been involved with several media stories all of which have been positive and has hosted the Minister of Education and the Associate Minister of Education on two separate occasions.

The only concern the school has is around the student transport policy.

### 3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p><b>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</b></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><b>Response:</b> Nil</p>
3.2	<p><b>Has any serious criminal activity been discovered to have taken place on the Premises?</b></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><b>Response:</b> Nil</p>
3.3	<p><b>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</b></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><b>Response:</b> Vanguard Military School has operated in accordance with the requirements set out in the Gazette Notice.</p>
3.4	<p><b>Please confirm that the school has not exceeded the Maximum Roll.</b></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><b>Response:</b> Vanguard Military School has not exceeded its maximum roll.</p>
3.5	<p><b>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?</b></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><b>Response:</b> Vanguard Military School has accepted students in accordance with the Agreement.</p>

3.6	<p><b>Please confirm that the school hours and term dates have not reduced below the Minimum Levels set out in Schedule 1 of the Agreement?</b></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><b>Response:</b> The school hours and term dates have not fallen below the minimum levels and have been carried out in accordance to our planned agreement.</p>

3.7	<p><b>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.</b></p> <p><i>Please refer to the <u>maximum periods</u> as set out in the Education Act 1989.</i></p>
	<p><b>Response:</b> Vanguard Military School has not exceeded the maximum periods for stand downs or suspensions as set out in the Education Act 1989. The School has stood down four students during this period. Three of these stand downs were for a five day period each and one was for a two day period. Three students were also suspended for a period of three days each before the Disciplinary Board met to decide upon the required action.</p>

3.8	<p><b>Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.</b></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><b>Response:</b> Not Applicable</p>

3.9	<p><b>Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?</b></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><b>Response:</b> Rockley Montgomery has been appointed as Principal of Vanguard Military School. He meets all the requirements as set out in the Agreement.</p>

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

3.11	<p><b>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?</b></p> <p><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><b>Response:</b> In 2014 Registered Teachers or Holders of Limited Authority to Teach must teach 67% of the curriculum, compared with the total curriculum time. Depending on the year level and selected electives, between 86% - 100% of our academic curriculum is taught by Registered Teachers.</p>
3.12	<p><b>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?</b></p> <p><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><b>Response:</b> 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><b>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?</b></p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on Reporting to the Minister.</i></p>
	<p><b>Response:</b> The Sponsor has reported to the Minister in accordance of clause 18.2 of the agreement and within the required dates and timeframes.</p>
3.14	<p><b>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement?</b></p> <p><i>Please refer to <u>Part 2, Section 7: Enrolment of Students at School and in Courses of your Agreement</u> for information on reporting to parents</i></p>
	<p><b>Response:</b> Vanguard Military School has now reported twice to parents regarding student progress. Once at the end of Term 1 and once at the end of Term 2. Student progress and attendance is provided for parents as is a graph displaying the student progress towards NCEA qualifications.</p>

3.15	<p><b>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement?</b></p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</i></p>
	<p><b>Response:</b> 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: Participation	Previous Quarter 1	Current Quarter 2	Comment
	Goal: Student Attendance Meets the Contract			
	Measure: As per the contract	Met	Met	

4.1.2	Objective 2: Engagement	Previous Quarter 1	Current Quarter 2	Comment
	Goal: Students have pride in their School and are committed to it.			
	Measure: ANZAC Day Parade 102 out of 104 students attended.	Not Applicable	Met	
	Measure: Sports teams are organised and never default a match	Not Applicable	Met	
	Measure: All students can perform the school military drill, school haka and recite the school pledge.		Met	

4.1.3	Objective 3: Retention	Previous Quarter 1	Current Quarter 2	Comment
	Goal: % of students continuing from Year 11 into Year 12.			
	Measure:			
	Measure:			

4.1.4	Objective 4: Student Achievement	Previous Quarter 1	Current Quarter 2	Comment
	Goal: This is covered in the separate template.			

## 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><b>Please provide any context or explanatory information relevant to your student achievement data in the box below.</b></p> <hr/> <p><b>Response:</b></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	<b>MEASURE: Unjustified Absences</b>			<b>Metric:</b> Measured through attendance data provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	0.028 multiplied by the number of students; multiplied by the number of days the school is open. $0.028 \times 93 \times 54 = 140.616$	2%	124 days	The School policy is very harsh regarding what we consider to be unjustified. We have taken this stance to develop a culture of attendance, not non-attendance.

#### 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	<b>MEASURE: Stand downs</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	2.1 Days per year per 100 students.	0 days	17 days (4 students)	Three students were each stood down for a period of five days in relation to the same matter. An additional student was stood down for two days for a separate matter. Vanguard can confirm that for each student the Ministry was informed via ENROL and that the process was in line with the Education Act and Guidelines. The school plans to provide greater information to

				parents and prospective students regarding some of our policies which we enforce to provide a safe learning environment for all.
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## 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	<b>MEASURE: Suspensions</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	.42 days per year per 100 students.	0 days	9 days (3 students)	Three students were suspended for the same matter, each for a period of three days. Vanguard can confirm that for each student the Ministry was informed via ENROL and that the process was in line with the Education Act and Guidelines. Following the suspensions, two students were expelled and one student was excluded.

## 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	<b>MEASURE: Exclusions</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	.15 days per year per 100 students	0	1 student	The Ministry was informed of this exclusion via ENROL and we followed the Education Act and Guidelines.

## 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	<b>MEASURE: Expulsions</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	0	0 students	2 students	Two students have been expelled from the school in the last quarter. The Ministry was informed by ENROL and the process followed the Education Act and Guidelines.

## 4.4 Financial performance

See Appendix 3a: Financial Performance; Appendix 3b: Trial Balance; and Appendix 3c: Profit and Loss.

- 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	<b>MEASURE: Operating Surplus</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure (%)</b>	<b>Current Qtr Figure (%)</b>	<b>Comments</b>
	2% - 5%			

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

4.4.2	<b>MEASURE: Working Capital Ratio</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure (ratio)</b>	<b>Current Qtr Figure (ratio)</b>	<b>Comments</b>
	2:1	25.8:1	2.8:1	

4.4.3	<b>MEASURE: Debt/equity ratio</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure (ratio)</b>	<b>Current Qtr Figure (ratio)</b>	<b>Comments</b>
	0.5:1	0.19:1	0.38:1	

4.4.4	<b>MEASURE: Operating Cash</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	Positive Cash Flow			

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

4.4.5	<b>MEASURE: Enrolment Variance</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	108	104	93	Four students have moved on to full time work after completing their certificates including two students into the New Zealand Defence Force. A further four students have gone on to other educational studies and three students were removed from the school roll through disciplinary processes, as noted above.

## 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	<b>MEASURE: Enrolment of priority learner groups</b> <b>PERFORMANCE STANDARD: 75%</b>		
	<b>Metric:</b> Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
	<b>Total school roll this quarter</b>	<b>% of student roll that identifies with at least one of the priority learner groups</b>	<b>% of student roll that <u>does not</u> identify with at least one of the priority learner groups</b>
	93	75.27%	24.73%
	<b>Comments (if any)</b>		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.								
	<b>Response:</b> <table><tr><td>West Auckland</td><td>29%</td></tr><tr><td>South Auckland</td><td>26%</td></tr><tr><td>Local North Shore</td><td>26%</td></tr><tr><td>North Auckland/Rodney</td><td>19%</td></tr></table>		West Auckland	29%	South Auckland	26%	Local North Shore	26%	North Auckland/Rodney
West Auckland	29%								
South Auckland	26%								
Local North Shore	26%								
North Auckland/Rodney	19%								



## 5. OPERATIONAL MANAGEMENT

### 5.1 Property

5.1.1	<p><b>Please provide information on your school property.</b></p> <p><i>Consider the following topics in your response:</i></p> <ul style="list-style-type: none"><li>• Any work or modifications you have undertaken at the Property including renovations, site development, landscaping etc since your last quarterly report.</li><li>• How the property and teaching/learning spaces are supporting the delivery of the curriculum.</li><li>• 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.</li><li>• Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).</li><li>• If you have a long term property plan, how you are progressing against the goals in the plan.</li></ul>
	<p><b>Response:</b> Vanguard Military School is currently leasing premises that can cater for our eventual maximum roll. The premises provides the school with everything it needs regarding the academic requirements of our curriculum as well as the student and staff requirements regarding space, toilets and facilities that are needed for a school our size. To cater for roll growth the school is currently waiting on council consent to build a shower block. The school is awaiting the result of the 2014 election before committing to a long term plan regarding property.</p>

### 5.2 Whānau and Community Engagement Policy

See Appendix 4: Parents, Family, Whānau, Iwi and Community Engagement Policy

5.2.1	<p><b>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.</b></p> <p><i>Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:</i></p>
	<p><b>Response:</b> The following parts of our policy have been implemented and provide information and evidence of our communications with parents, family, whānau and the wider community of our school.</p> <ul style="list-style-type: none"><li>• The school recently conducted a survey, collecting feedback from parents</li><li>• As well as this survey, the school communicates and receives feedback from parents through regular emails sent by administration staff regarding the school, monthly and information posted on our school's Facebook page and website.</li><li>• Parents have also received term reports on student progress.</li><li>• The school's systems also allow for regular contact between administration staff and section schools to parents regarding the progress of their children.</li></ul>

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		
	Physical Education New Zealand (PENZ)	PE Association	Teacher and Curriculum PD
	Northern Area Region Association for Teaching English (NARATE)	English Association	Teacher and Curriculum PD
	New Zealand Association of Maths Teachers (NZAMT)	Maths Association	Teacher and Curriculum PD
	Auckland Secondary Schools Principals Association (ASSPA)	Principals Association	
	Auckland Secondary Schools Heads Association (ASSHA)	Principals Association	
	College Sport	Secondary School Sport	
	COMMUNITY ORGANISATIONS AND GROUPS		
	Bays Youth Trust	MOU	Provide Careers and Guidance Support for students
	Greenhithe Community Trust	MOU	Provide facilities for the community
	Westpac	Business Association	Text
	Passrite	Business Association	Text
	Canon	Business Association	Text
	Auckland Council		Students do Community work
	East Coast Bays RSA		ANZAC Day Parade
	North Harbour Rugby Football Union (NHRFU) & The New Zealand Rugby Football Union (NZRFU)		IRB U20 World Cup

### 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).		
	<b>ORGANISATION/OUTLET</b> <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	<b>NATURE OF STORY</b>	<b>WEB-LINK (if available online)</b> <i>E.g. to a news website, Radio NZ, You Tube.</i>
	<i>Dominion Post</i>	General story on the school since opening.	<a href="http://www.stuff.co.nz/national/education/10095217">www.stuff.co.nz/national/education/10095217</a> .
	<i>Maori TV</i>	Visit by Pita Sharples, Associated Minister of Education.	<a href="http://www.maoritelevision.com/tv/shows/te-kaea/S11E178/te-kaea">http://www.maoritelevision.com/tv/shows/te-kaea/S11E178/te-kaea</a> .
	<i>Sky TV</i>	Performance at IRB U20 Rugby World Cup	
	<i>Press Release – most media outlets</i>	First Term Student Achievement Results	<a href="http://www.scoop.co.nz/stories/ED1405/S00058">http://www.scoop.co.nz/stories/ED1405/S00058</a> .

### 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.
	<b>Response:</b> 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.
	<b>Response:</b> No challenges received.

## 5.5 Operational Policies and Health and Safety

See Appendix 5: 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"> <li><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></li> <li><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></li> <li><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></li> </ul>
	<p><b>Response:</b></p> <p><b><i>Policies that have been amended and are attached to this document as an Appendix:</i></b></p> <ul style="list-style-type: none"> <li>Search and Seizure</li> <li>Alcohol and Drugs</li> </ul> <p><b><i>List of policies that have not been amended:</i></b></p> <ul style="list-style-type: none"> <li>Administering Medication</li> <li>Behavioural Management</li> <li>Child Abuse</li> <li>Cybersafety</li> <li>Emergency School Closures</li> <li>EOTC</li> <li>Evacuation and Lockdown</li> <li>First Aid</li> <li>Harassment</li> <li>Hazard Management</li> <li>Non-Custodial Parents</li> <li>Pandemic</li> <li>Smokefree</li> <li>Staff Stress Management Procedure</li> <li>Stand down and Suspension</li> <li>Student Transport Procedures</li> <li>Traumatic Incidents</li> <li>Visitors to the School</li> </ul>

## 6. RISKS AND ISSUES

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

See Appendix 6: Risks and Issues Register

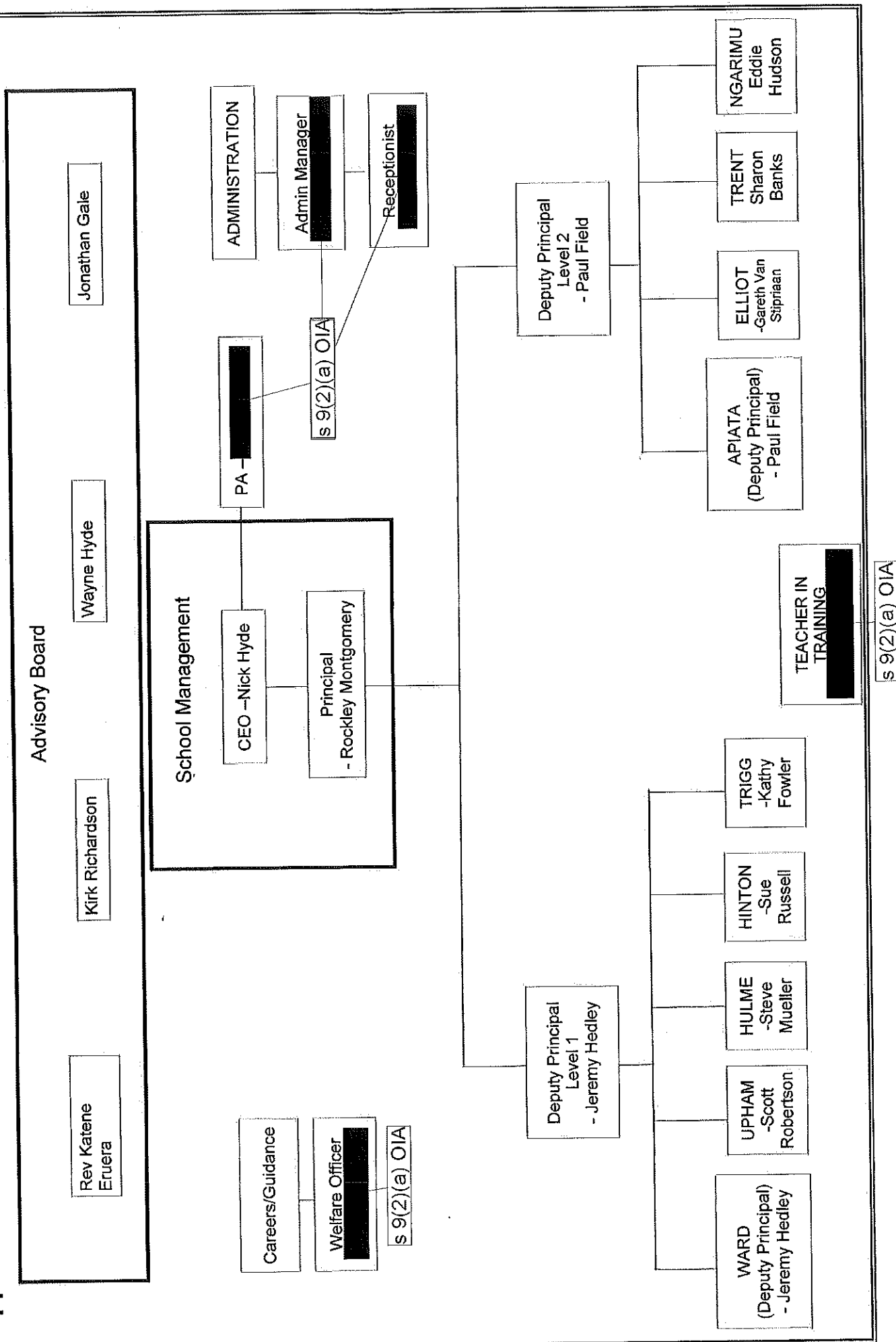
### 6.1 Risks

6.1.1	<p><b>Please detail any risks in the attached Excel Spreadsheet.</b></p> <ul style="list-style-type: none"><li><i><b>Definition:</b> 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.</i></li></ul>
	<p><b>Response:</b> No risks have been identified.</p>

### 6.2 Issues

6.2.1	<p><b>Please detail any issues in the attached Excel Spreadsheet.</b></p> <ul style="list-style-type: none"><li><i><b>Definition:</b> An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.</i></li></ul>
	<p><b>Response:</b> Please refer to Appendix 6: Risks and Issues Register.</p>

## Appendix 1



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

Number:		694			
Name:		Vanguard Military School			
Total Students					104

NCEA	(Tracking to ) get level 1		(Tracking to ) get level 2		(Tracking to ) get level 3		Total entered
	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	70	67.3%	46	44.2%	3	2.9%	119
Māori	31	79.5%	12	30.8%	0		104
Pasifika	5	33.3%	12	80.0%	1	6.7%	39
Other	34	68.0%	22	44.0%	2	4.0%	15
Male	54	69.2%	32	41.0%	3	3.8%	50
Female	16	61.5%	14	53.8%	0		78

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	58	100.0%	0		0		58
Year 12	12	26.1%	46	100.0%	3	6.5%	46
Year 13	0		0		0		0

# Vanguard Military School Financial Performance Quarterly Reporting

**Appendix 3**

Quarter 2 - April 1 - June 30, 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	535353	534540			
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	25.8:1	2.8:1			
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.02:1	0.38:1			
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	104	93			
Financial Statements Attached	P&L plus Bal Sheet				

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

**Certification**

I certify that Vanguard Military School is solvent and will remain solvent.

Signed

Name: *NICK HYDE* - CEO

Date: *28 JULY 2014*



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

REDACTED

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

REDACTED

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

REDACTED

REDACTED



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### VANGUARD MILITARY SCHOOL – POLICY FOR PARENT/WHANAU/FAMILY ENGAGEMENT

#### Rational

To promote and maintain effective partnerships with Parents/Whanau/Families, Vanguard Military School will commit to policies that engage with these groups so that recruits will have the best possible chance of success and that Parents/Whanau/Families will feel that they are informed, welcomed and heard.

#### Policy Commitments

##### 1 - Parent/Whanau/Families involvement in general school activities.

The following are general school activities that we will actively promote to Parents/Whanau/Families that they should attend and be part of.

Orientation Evenings

Special Presentations

ANZAC Day Parade

Graduation

Sporting Fixtures

Mother and Father's Day Breakfast

Vanguard Parents Forum

The school has an obligation to make sure that information about all of the above is provided well in advance to assist Parents/Whanau/Families to make arrangements if they have barriers to their attendance at these functions.

##### 2 - Parent/Whanau/Families involvement in learning partnerships.

There are 3 main areas that we will target partnerships with Parents/Whanau/Families when it comes to learning partnerships.

**Term Reporting** – The school will provide a report each term on the progress of their recruit. It will clearly outline what should have been achieved, what has been achieved, their progress towards their NCEA qualification and their attendance rate. Parents/Whanau/Families need to confirm they have received and read that report by the Section Leader of the recruit and they need to make sure they are available to discuss the learning progress.



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Section Leaders – As the person in charge of the pastoral care of the recruit the Section Leader will be available to field emails or phone calls from Parents/Whanau/Families each day between 3pm and 4pm. We wish to have open lines of communication so Parents/Whanau/Families can feel assured that their child is succeeding or that the school is working towards assisting if they aren't and that there is a plan that they are aware of.

The Curriculum Evening – Early in each year a curriculum evening will be held at the school to assist Parents/Whanau/Families in their understanding of NCEA and how it works. The process will be designed to help them understand where their child's education is presently at and what they are aiming to achieve in the future.

### **3 – Parent/Whanau/Families involvement in wellbeing focused activities.**

The school has provided a unique situation of pastoral care where each teacher is allocated a section of 12 students and they are responsible for the pastoral care of each of those 12 students. Parents will be informed as to whom the teacher is and that teacher should be their first point of call if they have any concerns regarding the student. That teacher will be involved in teaching each of the students in their section at least 3 times and will therefore be able to provide the best information to parents about their wellbeing or progress.

Communication is also a key in this area and section leaders are available to field phone calls or emails from parents between 3pm and 4pm every day or before class in the morning. Alternatively the school has policies that require the section leaders to contact parents immediately if there is attendance, wellbeing or behavioral issues that relate to their child.

The wellbeing of students will also be assisted by clear policies around the use of our sick bay, the expected paperwork if a student has a medical appointment and the communication needed regarding physical injuries.

To assist in developing community involvement the school has engaged with Te Puna Hauora who is our local Maori health provider. Areas that they will assist in are health care and advice, free doctor's clinic, dental work and many other wellbeing related services. Parents will be advised of this link and encouraged to work with the school in making sure the students get any help required.

All of the above information is shared with parents when they attend an Orientation evening with their child. These Orientation evenings are compulsory when going through the application process. Further information regarding the pastoral care system through our sections and the link with Te Puna Hauora will be supplied on our website, through direct email newsletters and in the student handbook.

### **4 – Strengthening partnerships between Parents/Whanau/Families and schools.**



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Many of our selected policies for engagement will be in their inception. It is critical that the Principal, CEO and Advisory Board review the success of these policies to understand how we may develop and strengthen our partnerships. This may be done through informal chats with parents or through a more formal questionnaire at the end of our first year in operation. This would also allow for feedback and new ideas to be raised.

An association between the Awataha Marae through our newly appointed HOD of Maori, Eddie Hudson will be established. This will be closely linked to the curriculum work that we will provide to our students taking Maori as a subject but will have benefits for the school as a whole.

He has also indicated that he will start a Whanau group for Maori student parents and meet and liaise with them regularly to improve communication lines and to receive and provide feedback.

## **5 – Communication processes with Parents/Whanau/Families.**

Parents will be given a term report on their child's progress. It will include all work achieved and not achieved, their progress towards their NCEA certificate as well as their attendance rate. These reports will be emailed directly to parents and will require a response email indicated they have received it. If we do not receive a response then the office will phone the parents to confirm they have viewed the report. After each report parents will be reminded that they can have access to the section leader of their child on any day between 3pm and 4pm to discuss any parts of their child's education.

To celebrate achievement and success all parents will be invited to attend the Graduation Parade which will be held in December of every year.

To communicate with parents regularly we will be updating the website every fortnight and be sending them a monthly newsletter informing them of everything going on at the school. For parents who do not have access to the internet then that will be noted at Orientation Days and hardcopies posted to them.

The complaints process is clearly outlined in our Quality Management System. This is available to be viewed on our website as well as a hard copy of the process is kept in the school reception for parents making any enquiries. Students are also given a copy of this policy in their handbook that they can take home and parents can view it.

## **6 – Inclusive Environment**

Parents are involved and welcomed at the school immediately due to the fact they are required to attend an Orientation evening with their child. This allows them to interact with staff, understand the school, its philosophy, its rules and ask any and as many questions as they wish for a better understanding.



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The school will also be hosting mother and father's day breakfasts at the school to encourage students and their parents to celebrate their family and the education their child is receiving.

A parents forum will be established so that parents can feel part of the school, assist in providing a voice for parents and work with the school for the improvement of all things relating to the students. A committee will be formed and this committee and membership will be run by the parents.

Parents will be invited to attend any special presentations, ANZAC day parade and graduation.

## **7 – Shared Expectations about Learning**

Term reports will outline to parents every achievement or unit standard that their child should have sat and the result. They will also outline the progress made towards their NCEA qualification and provide notes by staff if there are any concerns.

Vanguard believes it will be able to deliver the full curriculum with very little homework required and therefore parents will not need to engage in this process. Any students that fall behind will be given extra tuition in school.

## **8 – Parents Ability to Engage**

For many of the communication points a parent without internet access would be facing a barrier. Many of our policies and information will be available on our website or can be sent via email directly to parents, without that source it may require a parent to phone or physically visit the school.

Other barriers to an engagement in the school are the travel distance/time involved in visiting the school, work commitments and other family member demands. It will be in our schools best interest to notify all parents and check they have received the information sent out well in advance of the required date so they may make other arrangements. It will be important that from the Orientation Days onwards that parents feel welcomed into the school and feel they should attend things like graduation and will therefore make suitable arrangements to overcome any barriers.

**This Policy once approved by the Ministry of Education will be approved for use by the Advisory Board at its December 2013 meeting.**

**The policy will have a scheduled review in December 2014.**





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 (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.

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	01/04/2014	Operational	Student transport funding. There is a risk that priority students who live a considerable distance away from the school may not be able to attend the school because transport costs for parents or caregivers will be too high. This effectively removes their choice to attend our school which was a founding idea of Partnership Schools.	Sponsor	Open.	Ministry of Education				

s 9(2)(i) OIA, s 9(2)(i) OIA