

Te Kura Hourua ki Whangaruru - 691

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – FIRST QUARTER

For the period 1 January – 31 March 2014

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 (Te Pūmanawa o te Wairua)
Year School Opened	2014
Year Levels	9 – 14
March Enrolment Count	62
School Address(es)	3527 Russell Road, Whangaruru
Region	Northland
Website Address	tkhkwhangaruru.ac.nz
Name of Key Contact	Dee-Ann Brown (Interim CEO)
Key Contact email address	s 9(2)(a) OIA
Key Contact phone number	
Name of School Leader/person responsible for teaching and learning	Natasha Sadler – Curriculum Director
School Leader/Principal email address	s 9(2)(a) OIA
School Leader/Principal phone number	

1.2 Organisational Structure of the School

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

See Appendix 1: The original organisational chart.

See Appendix 2: An updated organisational chart.

During the first quarter the trust were able to observe the operation of two managers (Business Director and Curriculum Director). The trust identified gaps relating to role clarity and delegation, before this could be rectified by the trust the Business Director resigned at the end of term one. As reflective governors, the trust made a decision to relinquish the Business Director role and appoint a CEO with the overall responsibility of managing Te Kura Hourua ki Whangaruru. This will enable the Curriculum Director to focus on the teaching, learning and student achievement components of the school.

2. OPENING STATEMENT AND SUMMARY FOR THE MINISTER

A Preface of the Quarterly Report.

A summary of the past three (3) months.

Statement and Summary for the Minister

Unuhia te rito o te harakeke. Kei hea te kōmako e kō? Ka whakatairangitia. Ka rere ki uta, ka rere ki tai. Nāu i kī mai, he aha te mea nui o tēnei ao? Māku e kī atu. He tangata, he tangata, he tangata.

Te Kura Hourua ki Whangaruru is sponsored by Ngā Parirau Mātauranga Charitable Trust, and brings together the education and business sectors with the whānau, hapū, iwi and community to provide new opportunities for our young people in achieving educational success. The acknowledgement of culture, language and identity are an intrinsic part of the values, practical education and life skills taught as part of the academic subjects within our curriculum.

We are set in a remote location within Ngātiwai ki Whangaruru, situated at 3527 Russell Road. Our remote location is both our biggest strength as well as a challenging opportunity to overcome. Our location has proven to be a strength as an ideal educational setting for a range of reasons including but not limited to:

- The removal of many urban distractions from the daily schooling experience
- Access to authentic environmental education
- Access to local hapū and marae
- Access to sea, bush, wetland and farm environments
- Access to local equine and motorbike resourcing

Equally our location has proven to be a challenge for a range of reasons including but not limited to:

- Limited housing options for staff
- Distance from town and education resource providers
- Long travel distances for staff and students

Despite the geographical challenges, students adapted well to the travelling distances.

The opening weeks of the school.

The 4.30am opening of our kura on February the 10th, 2014 was humble and traditional. Our Ngātiwai, Te Parawhau and Ngāpuhi kaumātua led the karakia for the whakatūwheratanga. Though the buildings and decks were not yet complete and are still being further developed the tikanga of opening the kura with our ancient karakia were upheld. Our kura is a part of the Whangaruru community and we had booked the local marae as our venue for the hākari/kai. A local huimate meant that the marae needed to prioritise that hui over our school opening. Through discussions with the kaumātua and as a way of consolidating our partnership with our community we agreed to continue the hākari at the marae with our roopu firstly paying respects at the huimate followed by a joint kai with the community and grieving whānau.

The whakatūwheratanga/traditional opening was followed immediately by a 5 day and 4 night leadership camp at the Tūparehuia marae. The areas of focus for the leadership camp were to:

- i. Encourage whakawhanaungatanga between the tuakana of the school
- ii. Encourage whakawhanaungatanga between the staff and the tuakana of the school
- iii. Provide the tuakana with opportunities to serve in the local community to emulate Service Leadership
- iv. Participate in project- based & in context learning on the marae, in the bush, in the community and on the sea

• **Achievements of the school to date.**

Systems, Personnel & Property

Since Christmas 2013 four classrooms have been erected with a large decking area. A utility shed was renovated and transformed into a hall which includes a student kitchen, this is often used as the central meeting point for assemblies and whakawhanaungatanga.

Administration and teaching staff were appointed before school started in term one. Our kura has developed a regular teacher relieving pool of three local teachers.

Forty policies were written prior to term one and the ongoing implementation of these will continue.

We have been awarded our Consent to Assess Against Standards from the New Zealand's Qualifications Authority (NZQA) and have been able to develop student and staff assessment handbooks for our kura.

Our Student Management System (KAMAR) is in place and will help us to streamline future reporting and formative practice.

We have a strategic plan and an establishment & implementation plan. We have already started working towards meeting the goals within those plans.

Student Achievements

1 of our students has already been appointed as an Experiencing Marine Reserve (EMR) apprentice under the guidance of the EMR team led by s 9(2)(a) OIA. Our kura has participated in 2 EMR learning experiences which included tuatua data collection, rock-pool data collection, rongoa Māori and free diving. In Term 2 we will be travelling as a whole school to the Poor Knights.

s 9(2)(a) OIA

Two of our Junior Students have excelled in The Correspondence School's Science diagnostic assessment to the point where they have been entered into a L1 NCEA Science Programme.

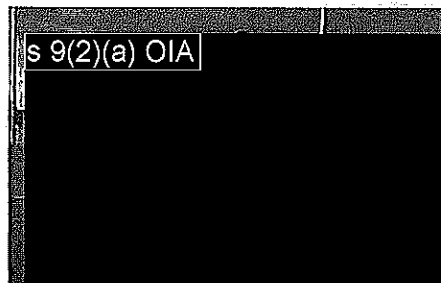
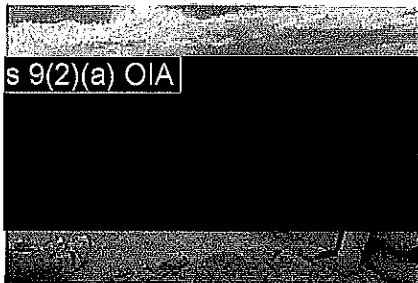
Most of the students have written high quality poetry which the current English Teacher feels is

worthy of publishing.

13 of our students have been identified as being able to sit Te Reo Māori NCEA examinations. 5 of these students are Year 9.

Every student at our kura has the opportunity for formal learning in Te Reo Māori. Tikanga is a normalised practice within our kura with daily mihi and karakia. As staff are coming to understand each other and the tikanga that they each bring then the tikanga of the kura is developing. We have had input and direction from kaumātua within Ngātiwai which only serves as an asset for the kura.

Sporting Achievements

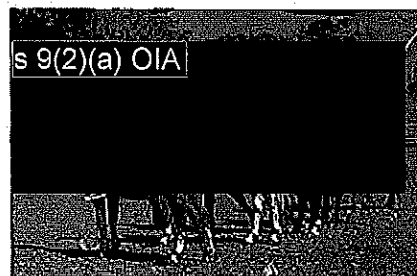


Our sporting profile is developing. At the start of the term, for basketball, we were the team without uniforms or shoes. By the end of the term we were the team to watch out for and we won our final game against a large local Secondary School with seconds to spare. We have a surf team and a netball team and for a small school to have three sporting teams in the very first term is an achievement in itself.

Special Curriculum Options

Our Thursday timetable includes a SPECIALS option line which includes:

- i. Kapa Haka
- ii. Coast Guard/Day skipper Qualification
- iii. Equine learning experiences
- iv. Automotive - motorbikes



Supporting our High Risk Students

A programme has been developed to support our students with specific behavioural needs to prevent stand-downs and suspensions.

- **Focus going into the next quarter.**

Our primary focus in the second quarter is to fill our two teaching positions. Other key areas of focus are:

- i. Maintaining the school's current developing sporting profile in Basketball, Netball and surfing
- ii. Publishing the school poetry
- iii. Strengthening the current Senior Management Team (SMT) by appointing an interim and then a permanent CEO
- iv. Curriculum and Timetable Review
- v. Improved Project Based Planning and Delivery
- vi. Improved Administrative and ICT Systems
- vii. Improved Communication
- viii. Improved monitoring of attendance
- ix. Further property development
- x. Increasing our Teacher Relieving Pool

Community and whānau support, involvement and engagement.

Our local iwi, Te Uri o Hiki Hiki, has been instrumental in supporting the school and trust particularly when addressing issues with students who present with behavioural concerns. Local kaumātua have accompanied the trust and Senior Management Team (SMT) on home visits and have attended whānau hui to address the issues.

A parent support group has been established by the parents for the parents and they bring their concerns and supportive/constructive ideas to the wider whānau meetings. Parents have participated in a school working bee, have attended school on a regular basis to support their taitamariki, have donated food and a microwave to the school and have donated time during the week towards odd-jobs around the kura. We acknowledge and appreciate the work that they have done to support their taitamariki. Even though parents have constructively supported the school, they feel safe to verbalise their concerns at whānau hui.

This will help our kura to grow as we respond to them effectively.

Significant changes over the last three months.

- o Senior Management Team Restructure
- o The property is improving on a daily basis
- o The appointment of a grounds and maintenance man has been an excellent addition to the team

3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Refer to section 16: Minimum Requirements of the Agreement.

- 3.1** Has any serious incident occurred in relation to the school that compromises the health and safety of a student? If yes, please provide details of the incident(s). Insert more rows as necessary. Delete the table if not required. You can also attach your school's incident register, clearly labelled as an Appendix and referenced in the box below.

Date of Incident	Location	Description	Attention Required	Possible Cause	Actions Arising
10/02/2014	Ngātiwai Marae – Ngaiotonga	Altercation between 2 students	Immediate action was taken to mitigate any further risks. Actions taken are outlined in Actions Arising column	<ul style="list-style-type: none"> • Colour/Gang affiliations. • Not knowing each other or having a proper understanding of the tikanga of the marae, huimate and whakawhanau-ngatanga. 	Interviews undertaken with both students. The student seen to be most at risk, post-interviews, was returned home. Trust informed by the SMT via email. A series of three hui were undertaken involving a local kaumātua, the whānau members of both students plus the students themselves. A positive outcome is that both students are still enrolled at our school and they both get along with each other.
A number of students have presented with various substance addictions, support has been sought from various agencies to assist these particular students with these issues.					

- 3.2** Has any serious criminal activity been discovered to have taken place on the Premises? No
If yes, please provide details of the criminal activity as per the table below. Insert more rows as necessary. Delete the table if not required.

Nil

- 3.3** Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice? If no, please provide details as per the table below. Insert more rows as necessary. Delete the table if not required.

Item in Gazette Notice	Description of non-compliance	Additional Information/Actions Arising
Change in sponsor name	N/A	N/A
Change in school name	N/A	Ngā Parirau Mātauranga Charitable Trust is currently following the process of changing the name of our school from "Te Kura Hourua ki Whangaruru" to "Te Pūmanawa o te

		Wairua" as named by our kaumātua at the opening ceremony. Email communications have occurred between the Curriculum Director, the trust and the ministry re the process. The trust are to forward the minutes of the hapū (Te Uri o Hikihiki) hui where the name was decided by the local kaumātua. The minutes are attached to this report as
Change in school's geographic location	N/A	N/A
Change in type of school	N/A	N/A
Change in class levels	N/A	N/A
Change in phased establishment	N/A	N/A
Change in aims, purposes and objectives	N/A	N/A

3.4 Please confirm that the school has not exceeded the Maximum Roll. If yes, please provide details of this.

We have not exceeded the maximum roll.

3.5 Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement? See Appendix 1: Enrolment of students at School and in Courses. If no, please provide details.

Our kura have accepted students in accordance with open enrolment and clauses 7.2 to 7.4 of the Agreement. Students are dual enrolled in our school and Te Kura o te Aho Pounamu/The Correspondence School.

3.6 Please confirm that the school hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement? If yes, please provide details in the attached table. Delete the table if not required.

Item	Minimum Level	Changes (if any)	Additional Information
School hours	10.00am – 4pm		
Term 1	Feb 10 th – April 17 th	The last school day for term 1 was the 16 th of April instead of the 17 th .	School was cancelled on 17 May 2014 as a major cyclone hit our east coast. The decision was made early that morning to ensure the safety the students. Parents/caregivers, staff and MOE were advised in a timely manner. This day has already been made up during the leadership week camp where

			staff and students lived on site at the Tūparehuia marae for 5 consecutive days from Feb 10 th – Feb 14 th .
Term 2	May 7 th – July 4 th	N/A	N/A
Term 3	July 21 st – September 26 th	N/A	N/A
Term 4	Oct 15 th – Dec 18 th	N/A	N/A

- 3.7** If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the Education Act 1989. If yes, please provide details below.

We have not had to stand-down or suspend a student.

- 3.8** Please confirm that that you as Sponsor, have complied with the requirements in relation to standing down, suspending, excluding or expelling any student. See Appendix 2: Requirements in relation to standing down, suspending, excluding or expelling. If you are non compliant, please provide details.

We have not stood down, suspended, excluded or expelled any students in Term 1, 2014.

- 3.9** Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.

We have ministry funded bus services:

- provided by Athol Caves bus Services from Whangarei to Whangaruru
- provided by Perry Clarkes bus Services from Moerewa/Kawakawa to Whangaruru

We also provide a van run for all students who do not qualify for either of the two bus runs mentioned above, which includes students in Tūtaematai, Ngālotonga & Tūparehuia (Bland Bay).

- 3.10** Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?

We confirm that Natasha Sadler is the Curriculum Director and she is the person responsible for teaching and learning at all times.

- 3.11** 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?

We are currently understaffed by 1.5 staff members. We currently have three qualified Secondary teachers and 1 unqualified teacher in full time positions at our kura which confirms that our teacher percentage has not fallen below the minimum number as set out in clause 2 of Schedule 4 of the Agreement.

- 3.12 Please confirm that, as Sponsor, the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4?**

We confirm that we have met the requirements set out in our agreement and does not fall below the minimum percentage of time taught by registered teachers and holders of Limited Authority to Teach.

The Term 1 timetable is attached as **Appendix 3**

As articulated in our application we have also contracted external providers to provide industry expertise. On Thursdays every student has the opportunity to participate in the SPECIALS options provided by external providers for:

- a) kapa haka
- b) coast guard/day skipper qualification
- c) Equine
- d) Automotive – Motorbikes

- 3.13 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?**

All staff have been police vetted.

- 3.14 Please confirm that you, as Sponsor have reported to the Minister in accordance with clause 18.2 of your Agreement? *Reporting to the Minister* for further information.**

We confirm that this is the first quarterly report required of Ngā Parirau Mātauranga Charitable Trust on behalf of Te Kura Hourua ki Whangaruru (Te Pūmanawa o te Wairua). This report will be received by the Ministry either before or on the 30th of April 2014.

- 3.15 Please confirm that you, as Sponsor have reported to the Ministry in accordance with clause 18.3 of your Agreement? *Reporting to Ministry* for further information.**

Our kura is not required to report against National Standards because we are a Y9 – 13+ school. National Standard reporting is only for Y1 – 8 students.

3.16 Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement?

We currently have tools to communicate effectively with parents. We have a website that includes key term dates and intend to have regular school newsletters going home to parents once a week.

We've had a community "meet the staff" wānanga which occurred in January, 2014 - prior to the opening of the school.

We have also had two parent evening hui with the whānau/parents/caregivers during Term 1, 2014.

As reflective practitioners we recognise the need to improve our communication with parents by:

- Providing weekly newsletters
- Updating the website more regularly – whenever new events occur including the uploading of the weekly newsletter
- Informing parents of school activities in a timely manner

School Website: tkhkwhangaruru.ac.nz

3.17 Please confirm that you, as Sponsor have provided audited accounts as required by clause 18.5 of this Agreement?

Audited Accounts for further information.

Not Applicable

3.18 Please confirm that you, as Sponsor have provided all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2?

Reporting to the Minister for further information.

We confirm that this is the first quarterly report required for submission to the Ministry of Education since our establishment and it will be submitted before or on the 30th of April, 2014.

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives

Schedule 6, section 1 outlines the objectives for the School.

The following are the objectives developed by the school for the school:

- i. Participation
- ii. Engagement
- iii. Retention; and
- iv. Student Achievement

The 4 areas that the Ministry requires Ngā Parirau Mātauranga Charitable Trust to report against are:

1. Student Achievement
2. Student Engagement
3. Financial Performance
4. Targeting Priority Learners

4.1.1 [Student Achievement] See Appendix 4: PAT results/Student Achievement Data

Progress Made	Measurement	Next Quarter Focus
<p>Diagnostic Reading Tests completed for most students to ascertain baseline data</p> <ul style="list-style-type: none"> Students needing literacy support and Senior Students with the ability to operate at their intended levels were identified through analysis of raw score data Students requiring teacher aide support identified – raw scores highlighted a high number of Male students requiring literacy support while a few Female students require support in literacy. 	<ol style="list-style-type: none"> Personal Learning Plan (PLP) Interview – Students shared their perception of their current skill base re reading. Where available – previous reports were referred to. Y9 STAR test For L2 and 3 Senior Students we were able to receive their 2013 NCEA results in week 7 of term 1. 	<ol style="list-style-type: none"> i. To have all PAT & STAR results analysed via NZCER to ensure the identification of discrete skills requiring support thus enabling a more robust personalised learning plan approach. ii. To complete diagnostic assessments for all new students and students who were absent on the date of each assessment. To be fully staffed to enable this action. iii. To ensure that at least the 5 Senior Students, who are operating at their intended level, successfully achieve 2 internal achievement/unit standards.

		iv. To provide a stronger reading programme at the school with a focus on supporting the 20 boys and 4 girls whose PAT reading test results were in the 0 – 50% range
Diagnostic Listening Comprehension Tests completed for most students to ascertain baseline data <ul style="list-style-type: none"> Overall our listening comprehension results were not as strong as the other areas 	1. PAT TEST levels 7 & 8 2. Where available – previous reports were referred to.	i. As per points i & ii above
Diagnostic Mathematic Tests completed to ascertain baseline data <ul style="list-style-type: none"> Students needing numeracy support and Senior Students with the ability to operate at their intended levels were identified through analysis of raw score data Students requiring teacher aide support identified – raw scores highlighted a high number of both Senior and Junior students who require numeracy support 	1. PAT TEST levels 4, 5, 6a, 6 & 7 2. Personal Learning Plan Interview – Students shared their perception of their current skill base re mathematics. 3. Where available – previous reports were referred to. 4. For L2 and 3 Senior Students we were able to receive their 2013 NCEA results in week 7 of term 1.	i. As per points i & ii above ii. To ensure that at least the 5 Senior Students, who are operating at their intended level, successfully achieve 2 internal achievement/unit standards. iii. To provide a stronger numeracy support programme at the school with a focus on supporting the 24 boys and 13 girls whose PAT Maths test results were in the 0 – 50% range
Diagnostic Science Tests completed to ascertain baseline data <ul style="list-style-type: none"> 2 Junior Students who have the capability of entering a L1 NCEA programme were identified through The Correspondence School (TCS) diagnostic Assessment. 	1. PAT TEST levels 3 & 4 2. The Correspondence School (TCS) Diagnostic assessment	i. As per points i & ii above ii. To monitor the 2 Junior students whom have been entered into L1 NCEA Science Programmes through TCS iii. To work closely with TCS Science Teacher with a focus on supporting the 22 boys and 17 girls whose PAT Science test results were in the 0 – 50% range

<p>Diagnostic Te Reo Tests completed to ascertain baseline data - given that we are a bilingual school.</p> <ul style="list-style-type: none"> 13 students were identified as being capable of entry into either L1 or L2 NCEA Te Reo Māori whilst the remainder of the school have the equivalent competency of Levels 1 – 3 in the New Zealand Curriculum (NZC) Māori in English Medium documents. 	<ol style="list-style-type: none"> 3 strand (Reading, Writing, Listening) Diagnostic assessment formulated by the Curriculum Director 2013 L1 Te Reo Māori, Pānui and Tuhituhi External Examinations were used for students who had already provided evidence of fluency at the leadership camp or during PLP interviews. 12/62 students were identified as students with the competence to enter into either L1 or L2 Te Reo Māori. 5 of those 12 students are Year 9 or 10 students. 	<ol style="list-style-type: none"> As per points i & ii above To monitor the 13/62 students who are entered into NCEA programmes, with a particular focus on the junior students to ensure readiness for internal and external assessments To have the 13/62 students complete 2 internal L1 and/or L2 Te Reo Māori assessments aiming for either Merit or Excellence
<p>Project Possum – Memorandum of Agreement with Papataiao via the National Trade Academy (NTA)</p> <ol style="list-style-type: none"> 4 Senior Students have provided adequate initial evidence to gain 12 credits in the project possum programme. The other 7 Senior Students plus the 4 mentioned above have the opportunity to attain the 23 credits available in this programme as long as they attend the block course in term 2 and provide adequate evidence over time. 	<ol style="list-style-type: none"> Tutors from Papataiao have delivered a programme on-site and have gathered initial evidence from the 4 students. To ensure access to the full 23 credits, students are required to provide evidence in a learning journal of 12 possum related learning experiences. As per the NZQA sub-contracting rules in our Consent to Assess Against Standards (CAAS) application – Papataiao will return to undertake final assessments to ensure quality learning outcomes and to allocate final grades. 	<ol style="list-style-type: none"> Ensure that all 11 students entered are available for the block course in Term 2 Ensure that the 12 possum related learning experiences, required to gain the credits in this programme, are integrated into the Ag/Hort Programme Set up Ag/Hort Mark books so that these standards can be recorded in student reports Ensure that NTA's provider code is inputted next to the relevant standards on the Student Management System (KAMAR)
<p>Project Wai Restoration (Fencing) – Memorandum of Agreement with Papataiao via the National Trade Academy (NTA)</p> <ol style="list-style-type: none"> 14 Senior Students have provided adequate initial evidence towards gaining 	<ol style="list-style-type: none"> As per Project Possum, tutors from Papataiao have delivered a fencing programme on-site and have gathered initial evidence from the 14 students 	<ol style="list-style-type: none"> Ensure that all 14 students entered are available for the block course in Term 2 Ensure that the 12 learning

23 credits in this programme.	2. To ensure access to the 23 credits, the students are required to provide evidence in a learning journal of 12 fencing related learning experiences. As per the NZQA sub-contracting rules in our Consent to Assess Against Standards (CAAS) application – Papataiao will return to undertake final assessments to ensure quality learning outcomes and to allocate final grades.	<p>experiences required to gain the credits in this programme are integrated into the Ag/Hort Programme</p> <p>iii. Set up Ag/Hort Mark books so that these standards can be recorded on reports</p> <p>iv. Ensure that NTA's provider code is inputted next to the relevant standards on the Student Management System (KAMAR)</p>
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4.1.2 Student Engagement

Progress Made	Measurement	Next Quarter Focus
Attendance Rate for School: <ul style="list-style-type: none"> Justified Absences = 4.2 Unjustified Absences = 11.0 Intermittent unjustified absences = 1.5 Students on overseas holiday = 0.4 Attendance Rate = 82.9 Days x Students count = 2,643 	<ul style="list-style-type: none"> Data from the Electronic Attendance Register via our KAMAR SMS. See Appendix 5: KMAR Attendance Report 	<ul style="list-style-type: none"> To improve our current daily attendance system by utilising the automated email notification. Currently we phone parents within the first hour of school once the attendance has been confirmed from the bus and van roll call. The Kura has developed and implemented a plan to address reported attendance issue

4.1.3 Financial Performance

Progress Made	Measurement	Next Quarter Focus
See Appendix 6	Balance Sheet	
See Appendix 7	Performance report	

4.1.4 Targeting Priority Learners

Progress Made	Measurement	Next Quarter Focus
Performance Indicator Met	60/62 (97%) of our students are Māori. Māori are a priority group.	Student retention.

4.2 Student Achievement

NOTE: This information is gathered annually *at the end of each year* and we are not required to report on it quarterly.

We will be periodically assessed against the following Performance Standards in relation to student achievement:

Measure	Metric	Performance Standard	Measurement Frequency
Students achieving National Standards or NCEA	National Standards reporting or NZQA reporting	See Annex A of this Schedule for separate Performance Standards for each Class Level (and where appropriate, course)	Annually at the end of each year
Improvement in Students achieving National Standards or NCEA	National Standards reporting (Class Levels 1 to 6) Results from tools to be determined (Class Levels 9 10 NCEA data	See Annex B of this Schedule for separate Performance Standards for each Class Level (and where appropriate course)	To be determined once baseline data has been collected

4.3 Student Engagement

The Sponsor will be periodically assessed against the following Performance Standards in relation to student engagement:

Measure	Metric	Performance Standard	Measurement Frequency
Unjustified absences	Measured through attendance data provided to the Ministry	0.028 multiplied by the number of Students multiplied by the number of days the school is open.	Quarterly
Stand downs	Measured through information provided to the Ministry	0	As they occur
Suspensions	Measured through information provided to the Ministry	0	As they occur
Exclusions	Measured through information provided to the Ministry	0	As they occur
Expulsions	Measured through information provided to the Ministry	0	
School culture	wellbeing@school annual student survey	Not required in the quarterly report.	Annually

4.3.1 Please provide comment on any unjustified absences recorded during this period and what mitigations are in place, if any, to reduce these.

Our current attendance monitoring system includes a phone call to the parents of absentee students within the first hour of school. From Term 2 we will improve this system to include automated email notifications via KAMAR. Any students with consecutive unjustified absences will have a letter sent to parents/caregivers.

The attendance of students to date is a concerning statistic to us. It remains one of our top priorities to address over the coming term, as we fully recognise the importance of attendance as the foundation to learning.

4.3.2 Please provide comment on any stand downs during this period and confirm that the process followed was in line with the Education Act.

N/A

- 4.3.3 Please provide comment on any suspension(s) recorded during this period and confirm that the process followed was in line with the Education Act.**

N/A

- 4.3.4 Please provide comment on any exclusions that took place in this period and confirm that the process followed was in line with the Education Act. NB: only students under the age of 16 can be excluded.**

N/A

- 4.3.5 Please provide comment on any expulsions that took place in this period and confirm that the process followed was in line with the Education Act. NB: only students over the age of 16 can be expelled.**

N/A

4.4 Financial performance

The Sponsor will be periodically assessed against the following Performance Standards in relation to financial performance:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Operating surplus	Measured through information provided to the Ministry	2%-5%	2%-5%	2%-5%	2%-5%	Quarterly
Working capital ratio	Measured through information provided to the Ministry	2:1	2:1	2:1	2:1	Quarterly
Debt/equity ratio	Measured through information provided to the Ministry	0.5:1	0.5:1	0.5:1	0.5:1	Quarterly
Operating cash	Measured through information provided to the Ministry	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Quarterly
Enrolment variance	Measured through information provided to the Ministry	62/71				Quarterly

NB: Please enter your enrolment variance figures from your Agreement.

- 4.4.1** Please complete all parts of the attached financial spreadsheet and answer all questions. Please use the space below if you wish to clarify or provide commentary on particular financial aspects.

Please refer appendices for financial template and financial accounts for the Q1 period.

4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against the following Performance Standards in relation to targeting priority learners:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Enrolment of priority groups	Number of Students who are Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds	75%	75%	75%	To determine at a later date	Quarterly

4.5.1 Please provide details on the percentage of priority learners enrolled at your school including figures for each priority learner group.

60/62 (97%) of our students are of Māori descent.

4.5.2 Please provide details regarding the geographical locations where you are drawing your students from.

- Whangarei
- Whangaruru
- Kawakawa
- Moerewa

5. CELEBRATING OUR SUCCESS

5.1 Property

5.1.1 Please provide information on your School property development (e.g. site development changes to lease arrangements and/or any other issues you wish to raise)

We currently have:

- Four quality classrooms, two of which included toilet blocks which we have transformed into storage spaces.
- A large deck in front of the block of prefabs.
- A large utility shed transformed into a hall meeting space which has a student kitchen.
- A set of female and male portacom toilet blocks each comprising toilets, basins and showers.
- A disability accessible toilet.
- A series of storage container type rooms that form the current administration block. The admin block requires replacement.



Short to mid-term developments:

- Basketball/netball court
- Shades in front of the prefab block
- Heating and cooling implements/air conditioning in the learning spaces and hall
- Internal and exterior painting of hall
- Proper administration block
- Landscaping project

Mid to long-term developments:

- Library
- Dormitories
- Staff housing
- More classrooms to cater to maximum roll of 128 students
- Sporting facilities

5.2 Whānau and Community Engagement policies

5.2.1 As per our parents, family, whānau, iwi and community engagement plans, approved by the Minister of Education, we have detailed the progress against the plan.

We have maintained our vision of working as closely as possible with our parents, family, whānau, iwi and community as outlined in our whānau engagement policy and strategic planning.

We've held two whānau hui during term 1. We have included important Term 1 dates on our website and have produced and distributed two school newsletters. School newsletters will be distributed and the website updated more regularly from Term 2 and beyond.

A parent support group has been established by the parents for the parents and they bring their supportive/constructive ideas to the meetings. Some parents have participated in a school working bee, have attended school on a regular basis to support their taitamariki, have donated various items to the school and have given some of their personal time during the week towards odd-jobs around the kura. We acknowledge and appreciate the work that they have done to support their taitamariki.

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		
Papataio – National Trade Academy	Delivery of: <ul style="list-style-type: none"> Project Possum Project Wai Restoration (Fencing) 	<ul style="list-style-type: none"> 4 external staff (2 term projects) 2 internal staff 11 senior students for Project Possum 14 senior students for Project Wai Restoration
It has been difficult to develop any collegial relationships with other Secondary Schools due to the PPTA position.		
Community Organisations and Groups		
Te Uri o Hikihiki – kaumātua and hapū representatives	Local Whangaruru Kaumātua support. A local kaumātua has accompanied the trust and Senior Management Team (SMT) to house visits when the kura was faced with challenges related to behaviour and gang influence.	<ul style="list-style-type: none"> Up to 5 kaumātua and hapū representatives are available for awhi with the whole school
Northland Youth	External Facilitators of our off-site	<ul style="list-style-type: none"> 3 external staff

Health Services (NYHS)	Diversions and Development Programme	<p>members (all police vetted.)</p> <ul style="list-style-type: none"> • 9 High risk students and whānau. These students have either been involved in bullying, intimidation or marijuana use.
Ngāti Hine Health Trust (NHHT)	<ul style="list-style-type: none"> i. On-site smoking cessation programme. The staff visit once a week for a support group session and to test nicotine levels. ii. NHHT are proposing to put a sexual health programme together to deliver at our school. iii. To date, all of the services from NHHT have come free of charge. 	<ul style="list-style-type: none"> • 2 external staff members • 8 students
Ngātiwai Education Team (NET)	Have offered generic support. A member of the NET currently provides paid Teacher Relief.	<ul style="list-style-type: none"> • 1 external staff member
The Farm	Use of their Farm, Motorbike and Equine Services as part of our Specials programme	<ul style="list-style-type: none"> • Up to 6 external facilitators available to support the whole school
Koti Whero Ltd.	Delivery of the kapa haka component of the Specials programme	<ul style="list-style-type: none"> • 1 external facilitator available to support the whole school
Imagine Design	Assistance with the production. Film direction experience utilised	<ul style="list-style-type: none"> • 1 external facilitator available to support the whole school
Belltech	Assistance with the sound and lighting gear – including training students to set gear up.	<ul style="list-style-type: none"> • 1 external facilitator who supported 2 students interested in Sound and Lighting
Moana Futures	Delivery of the Coast Guard/Day Skipper qualification.	<ul style="list-style-type: none"> • 2 external facilitators available to support the whole school

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).

www.3news.co.nz/Class-conflict-PPTA-boycotts-charter-schools/tabid/1771/articleID/338470/Default.aspx

Guy Espiner spent time with our kura at our Leadership Camp and was able to capture some of the in-context learning that our students have experienced within our wider community campus, Ngātiwai ki Whangaruru.

There have been a myriad of myths and inaccuracies in the media re our staffing, our building project – portaloos and other negative media to do with Partnership/Charter Schools. Despite the negative media, we have endeavoured to stay focussed on the main priority of this initiative – the students and their whānau.

5.4 Complaints

- 5.4.1 Describe any official complaints (written) received by Sponsor. This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved. If none were received, please note that.

Ngā Parirau Mātauranga Charitable Trust have received four official written complaints from parents ranging from communication, health and safety and perceived under resourcing of the school.

The trust has made contact with these parents and offered a resolution meeting.

6. RISKS AND POTENTIAL ISSUES

6.1 Please detail any risks or potential issues in the table below. *Delete excess rows or insert more rows if required.*

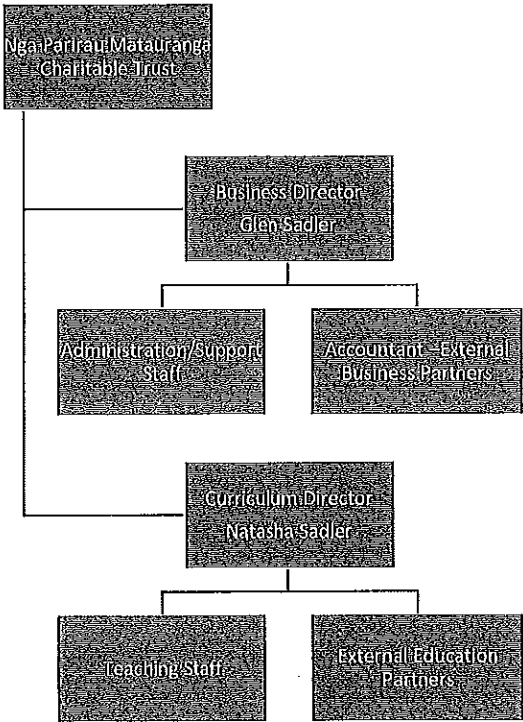
Risk Type E.g. HR, Property, Financial.	Date Raised Please provide the date the risk was identified	Risk Description Please describe the risk	Mitigations Please describe the actions you have taken to mitigate the risk.
Staffing (Risk)	10 Feb 2014	<p>Our teaching team have been delivering with a 1.5 staffing deficit.</p> <p>This has created high teaching workload which is exacerbated by the geographic isolation of our school.</p> <p>We perceive that the PPTA stance and it being an election year as factors that may have caused some recruitment barriers for us. Geographical location may also be a barrier</p>	<ul style="list-style-type: none"> • Multiple advertisements via the gazette and other online job seeking agencies • Building up a pool of 3 regular relievers (2 of which are Primary School trained, 1 of which is Secondary School trained and has come across to be a Long Term Reliever for Term 2) • Advertising off-shore • Seeking assistance from the Ministry and the Authorisation Board
Communication (issue)	Week 6 of Term 1	The re-structure	<ul style="list-style-type: none"> • The Trust will write an item for the Newsletter advising re the re-structure (completed)
Enrolments	Week 6 of Term 1	Reduction of enrolments	<ul style="list-style-type: none"> • Student retention and marketing for new students in 2015

6.2 What support do you need to mitigate these risks or potential issues? *Please be specific about any actions or course of actions you may require.*

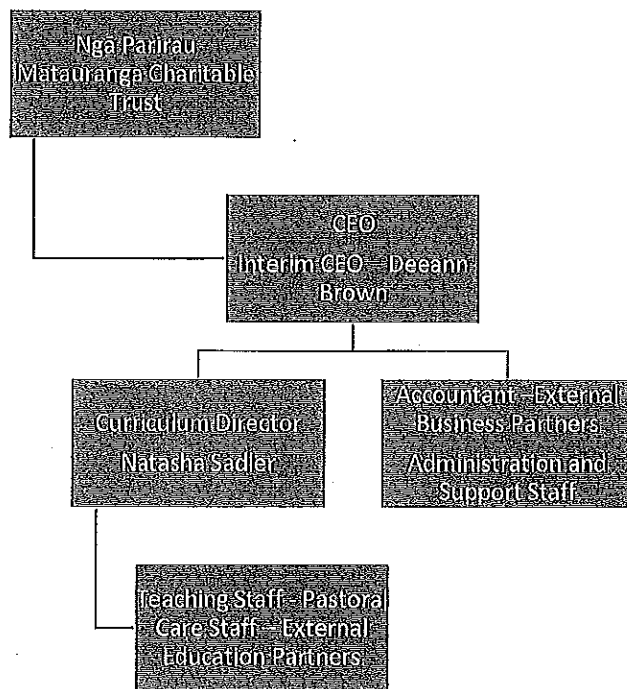
The Trust has identified the following areas where it considers it requires support to mitigate these risks and issues, and has contracted specialists to develop the required capability

- Recruitment planning
- Student retention and marketing for new students in 2015
- Ongoing senior management meetings to discuss and review plans

APPENDIX 1: ORIGINAL ORGANISATION CHART/STRUCTURE



APPENDIX 2: NEW ORGANISATION CHART/STRUCTURE



TERM	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
8:50 - 9:10														
9:10 - 9:30 Buses arrive 9:30	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly	Te Kura Assembly
Bus Duty	S	JK	JS	R	L			JT	MK	NS	G	DB		
All Classes 9:45 - 10:15	Whole School Assembly	Karaka, Mihimihi, & Waiaia	Karaka, Mihimihi, & Waiaia	Karaka, Mihimihi, & Waiaia	Karaka, Mihimihi, & Waiaia			Karaka, Mihimihi, & Waiaia	Karaka, Mihimihi, & Waiaia	NS	G	DB		
Tui (Boys and Girls 9/10)			WEEK A						WEEK B					
10:20 - 11:25 Period One	Math/Eng G	Te Reo L	Te Reo L	Math/Eng G	Ag/Hort J			Ag/Hort J	Math/Eng G	Math/Eng G	Ag/Hort J	Te Reo L		
11:25 - 11:55 Break One	Mk(A) L(B)	NS(A) D(B)	JS(A) R(B)	G(A) JT(B)	S(A) JK(B)			Mk(A) L(B)	NS(A) D(B)	JS(A) R(B)	G(A) JT(B)	S(A) JK(B)		
11:55 - 13:00 Period Two	English L	Nu/Ut/Gr/N	Math/Eng G	12:00 - 1:40 Lms/MG	Te Kura L			Math/Eng G	Nu/Ut/Gr/N	English L	Special V	Te Kura L		
13:00 - 13:40 Break Two	JS(A) JT(B)	S(A) JK(B)	Mk(A) L(B)	Lms/MG	G(A) R(B)			JS(A) JT(B)	S(A) JK(B)	Mk(A) L(B)	Lms/MG	G(A) R(B)		
13:40 - 14:45 Period Three	Project UN	Sport LML	Project L	Special V	Te Kura L			Project UN	Sport LML	Project L	Special V	Te Kura L		
14:45 - 15:50 Period Four	Project UN	Sport LML	Project L	1:50 - 3:30 Te Kura L				Project UN	Sport LML	Project L	Special V	Te Kura L		
Piwakawaka (Girls 11/13)														
10:20 - 11:25 Period One														
11:25 - 11:55 Break One														
11:55 - 13:00 Period Two														
13:00 - 13:30 Break Two														
13:30 - 14:35 Period Three														
14:35 - 15:40 Period Four														
Kawau (Boys 11/13)														
10:20 - 11:25 Period One	Te Reo L	Ag/Hort J	Ag/Hort J	Te Reo L	Math/Eng G			Math/Eng G	Te Reo L	Ag/Hort J	Math/Eng G	Ag/Hort J		
11:25 - 11:55 Break One				Lms/MG							Lms/MG			
11:55 - 13:00 Period Two	Te Kura T	Nu/Ut/Gr/N	Te Kura T	Special V	Te Kura N			Te Reo L	Nu/Ut/Gr/N	Math/Eng G	Special V	Te Kura N		
13:00 - 13:30 Break Two				Lms/MG							Lms/MG			
13:30 - 14:35 Period Three	Project UN	Sport LML	Project UN	Special V	Te Kura N			Project UN	Sport LML	Project UN	Special V	Te Kura N		
14:35 - 15:40 Period Four	Project UN	Sport LML	Project UN	Special V	Te Kura N			Project UN	Sport LML	Project UN	Special V	Te Kura N		
Note: Final Week of Term														
All 4:00 (buses leave 4:10)	Karaka	Karaka	Karaka	Karaka	Karaka			Karaka	Karaka	Karaka	Karaka	Karaka		
Bus Duty	JT	MK	NS	G	DB			S	JK	JS	R	L		
4:00 to 4:20	staff meeting			staff meet P2				staff meeting			staff meet P2			

	TERM 1								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
								KUBA	WORK WEEK
								TEACH LOAD	CLASS OTHER
Guy								80%	17 8.0
Lucille	4	2	4	2	4	2	4	85%	18 7.0
Jade	4	4	4	2	4	2	4	78%	17 7.0
Natasha	3	3	3	2	3	3	4	80%	13 7.0
Mike	3	1	3	1	3	1	3	35%	8 10.5
Visitor	2	2	2	1	0	2	2	0	
	0	0	0	9	0	0	9	45%	14 0.0

REDACTED

Attendance, Absences and Truancy Report

From : 10 Feb 2014

To : 17 Apr 2014

Attending Students

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Holiday	Attendance Rate	Days x Students Count
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Attendance Rate for School	4.2	11.0	1.5	0.4	82.9	2,643
Attendance Rate for Selection	4.2	11.0	1.5	0.4	82.9	2,643

Attendance Rate per Year Level (Selection)	Year 1					
	Year 2					
	Year 3					
	Year 4					
	Year 5					
	Year 6					
	Year 7					
	Year 8	12.5	4.2		83.3	48
	Year 9	6.3	4.9	0.2	88.5	809
	Year 10	5.2	16.3	0.9	77.6	535
	Year 11	2.1	7.4	2.4	88.1	582
	Year 12	1.8	15.4	6.1	76.8	280
	Year 13	2.1	19.8	0.3	75.3	389

Attendance Rate per Ethnicity (Selection)	NZ-European	12.5	1.0			86.5	96
	Other European						
	NZ-Maori	3.8	11.4	1.5	0.4	82.8	2,547
	Samoan						
	Cook Island Maori						
	Tongan						
	Niue						
	Fijian						
	Tokelau						
	Other Pasifika						
	South East Asian						
	Indian						
	Chinese						
	Other Asian						
	Other Ethnicity						

Attendance Rate per Gender (Selection)	Female	4.6	4.5	1.1	0.9	88.8	1,085
	Male	3.9	15.6	1.7		78.8	1,558

All values displayed as percentages

Te Kura Hourua Ki Whangaruru

Wed, 30 Apr 2014

REDACTED

Nga Parirau Matauranga Charitable Trust Financial Performance Quarterly Reporting

Quarter 1 January - 31 March 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	310,335				310,335
Total Expenditure for Quarter	293,556				293,556
Operating Surplus	16,779				16,779

Total Current Assets	619,321				619,321
Total Current Liabilities	465,321				465,321
Working Capital	154,000				154,000
Working Capital Ratio	1.33				1.33

Total Liabilities	615,321				615,321
Total Equity	1,569,803				1,569,803
Debt Equity Ratio	0.39				0.39

Operating Cash per Forecast	486,921				486,921
Operating Cash at End of Quarter	573,809				573,809

Enrolment at end of Quarter					62
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Financial Statements Attached	Yes				
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Certification

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

Signed _____

Name:

Date: