

Third Quarter Report 2:
Te Kura Hourua o Whangarei
Terenga Paraoa



HE PUNA MARAMA
TRUST

TE KURA HOURUA O WHANGAREI TERENGA
PARAOA

PARTNERSHIP SCHOOLS KURA|HOURUA

QUARTERLY REPORT –3rd QUARTER

For the period 1 July to 30 September 2014

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

Fill in the requested information below about the basic information of the school.

1.1 Basic Information	
Name of School	Te Kura Hourua o Whangarei Terenga Paraoa
Year Levels	Year 9 to Year 13 (for 2014)
Last quarter Enrolment Count	53
School Address – Physical	185 Lower Dent Street, Whangarei
School Address – Postal	PO Box 6020, Otaika, Whangarei
Website Address	www.mokonoz.co.nz
Name of Key Contact	Raewyn Tipene
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	[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.

1.2 Organisational Structure
<p>There has been no change in the organisational structure for this period.</p> <p>The Pouwhakahaere has responsibility for the operation of the Kura. He coordinates and manages the teaching and learning, planning and logistics of the Kura operation. The CEO provides the broad vision and supports the implementation. The CEO and Pouwhakahaere work closely together to ensure the smooth running and development of the Kura. The Pouwhakahaere reports regularly to the CEO and provides quarterly reports for tabling to the Board.</p>

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

We are very happy with our overall performance from the last quarter. There has been no major change in the structure of the organisation or our property and facilities. We are on track with our medium term property development plans. We have met all of the minimum requirements of the Agreement around serious incidents, criminal activity, operation within the requirements of the Gazette Notice, staying within our maximum roll, accepting students, school hours, percentage of registered teachers and police vetting of staff.

Student Achievement is our major focus and throughout this period the Kura had a significant focus on NCEA for students in Year 11-13. Our students have all progressed towards achieving at their relevant level. Our senior students all had a number of NCEA standards assessed across the range of our curriculum and good progress has been made for each student in their specific level. We have continued to build our kura culture and develop our teaching and learning praxis. Part of this focus is engaging whānau and ensuring that we have regular consistent attendance of our students.

We had very successful Hui Whakapiki (Learning Conferences) for our senior students and provided all with a written progress report. We have continued to focus on communication with whānau through our weekly panui, an end of term celebration and a policy of contacting whānau directly if there are any issues or important information they need. We also held an election debate at the Kura attended by Hone Harawira, Kelvin Davis, Willow Jean Prime, Pita Paraone and Te Hira Paenga. We had over 200 whānau and community members attend the event.

Our partnerships with NorthTec and Te Wananga o Aotearoa are going well and these allow us to supplement our curriculum to suit the individual needs of our students, particularly in the provision of Maori Art.

We are meeting or exceeding our obligations of the Agreement.

3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</p> <p><i>A serious incident requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.</i></p> <p>Response: No.</p>
3.2	<p>Has any serious criminal activity been discovered to have taken place on the Premises?</p> <p><i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p> <p>Response: No.</p>
3.3	<p>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</p> <p><i>Please refer to <u>Annex A of Schedule 1 of your Agreement</u> for the specifics as they apply to your Partnership Kura.</i></p> <p>Response: Yes we have operated in accordance with the Gazette Notice.</p>
3.4	<p>Please confirm that the school has not exceeded the Maximum Roll.</p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Maximum Roll level of your Partnership Kura.</i></p> <ul style="list-style-type: none"> <i>If you have exceeded the Maximum Roll, please provide details of this.</i> <i>If you have not exceeded the Maximum Roll, please state this below.</i> <p>Response: No we have not exceeded our Maximum Roll.</p>
3.5	<p>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?</p> <p><i>Please refer to <u>Part 2, Section 7, Enrolment of Students at School and in Courses</u> of your Agreement for information on the Acceptance of Students (clause 7.2), International Students (clause 7.3) and Students with Special Education need (clause 7.4).</i></p> <p>Response: Yes we have accepted students in accordance with the Agreement.</p>

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

3.7	<p>If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the <u>Education Act 1989</u>.</p> <p><i>Please refer to the <u>maximum periods</u> as set out in the Education Act 1989.</i></p> <ul style="list-style-type: none"> <i>If you have not exceeded the maximum periods as set out in the Education Act 1989, OR you have not stood down or suspended students this quarter, please state this below.</i> <i>If you have exceeded the maximum periods as set out in the Education Act 1989, please explain the instance(s) and how this was remedied with the Ministry of Education and the family/student(s) concerned.</i>
	<p>Response: Not applicable.</p>

3.8	<p>Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.</p> <p><i>Please refer to <u>Schedule 3: Additional Student Services Offered</u> of your Agreement for information on the provision of student transport services</i></p>
	<p>Response: Not applicable.</p>

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

3.10	<p>Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?</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>Response:</p> <p>In 2014, the number of Registered Teachers and Holders of Limited Authority to Teach at the School are five and zero respectively. Currently we have three full-time registered teachers, two part-time registered teachers and one full-time and one part-time provisionally registered teacher. We have one part-time non-registered teacher, as per our Agreement.</p>
3.11	<p>Please confirm that, the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position has not fallen below the minimum percentage set out in clause 2 of Schedule 4 of the Agreement?</p> <p><i>Please refer to <u>Schedule 4: Governance and Teachers</u> of your Agreement for information on the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach.</i></p>
	<p>Response: In 2014, Registered Teachers or Holders of Limited Authority to Teach must teach 60% of curriculum, compared with the total curriculum time. We confirm that the Kura has not fallen below the minimum percentage.</p>
3.12	<p>Please confirm that you, as Sponsor have complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on police vetting under your Agreement?</p> <p><i>Please refer to <u>Part 2, Section 13: Teachers and other Sponsor employees and contractors</u> of your Agreement 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 Education Act 1989.</i></p>
	<p>Response: All staff have been vetted in relation to the Police vetting under clauses 78C to 78CD of the Act. One staff member did have two items on his list. We are comfortable that these are historical in nature and do not involve children. We have consulted with the Ministry's Governance Facilitator Chris Saunders and [REDACTED] from the NZSTA who both provided guidelines. We have spoken with the staff member about the incidents and are confident that he poses no threat to students or staff.</p> <p style="text-align: right;">s 9(2)(a) OIA</p>

3.13	<p>Please confirm that you, as Sponsor have reported to the Minister in accordance with and by the dates or within the timeframes clause 18.2 of your Agreement? <i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on Reporting to the Minister.</i></p>
	<p>Response: Yes we have reported to the Minister in accordance with the Agreement, this is the third report due to the Minister, due date 31 October 2014</p>

3.14	<p>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement? <i>Please refer to <u>Part 2, Section 7: Enrolment of Students at School and in Courses</u> of your Agreement for information on reporting to parents</i></p>
	<p>Response: During Week 3 of Term 2 we held Hui Whakapiki (Learning Conferences) for all of our junior students; we also provided a written progress report for each of these students. In Week 3 of Term 3 we held Hui whakapiki for all senior students and a written progress report was also provided for each of these students. We have held an end of term celebration at the end of Term 2 and Term 3 and invited all whānau to attend, all teaching staff and the Pouwhakahaere were available to meet and talk with whānau. We have also provided a weekly pānui to whānau throughout the year.</p>

3.15	<p>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement? <i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</i></p> <ul style="list-style-type: none"> • <i>If you have provided audited accounts to the Secretary of Education for the prior financial year, please state this clearly below.</i> • <i>If you have not yet provided audited accounts to the Secretary of Education for the prior financial year, please provide an explanation and/or how you plan to address any issues to ensure the Sponsor meets this requirement.</i> • <i>If this question is not applicable, please clearly state 'not applicable' below.</i>
	<p>Response: Not applicable until 2015.</p>

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives from your Agreement

- Your Objectives are specific to your School and can be found in Section 1 of Schedule 6: Performance Management System of your Agreement.
- Please comment on:
 - The goal(s) of each Objective.
 - The measures used to assess achievement of each goal of the Objective.
 - If the measures were met in the PREVIOUS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
 - If the measures were met in THIS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
 - Please provide comment(s) on your performance this quarter and the focus, if any, for the next quarter.

4.1.1	Objective 1: Participation	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Attendance			
	Measure: Consistent attendance at Kura	Met	Met	We monitor attendance closely and contact whānau directly if there are any patterns of non-attendance or unjustified absences.

4.1.2	Objective 2: Engagement	Previous Quarter 2	Current Quarter 3	Comment
	Goal: See section 4.3 below as part of the Performance Standards reporting.			
	Measure:			

4.1.3	Objective 3: Retention	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Stability of Roll			
	Measure: Stable number of students enrolled at the Kura.	Met	Met	We have had two students leave the kura since the beginning of the year. One decided to attend another local school while the other [REDACTED] Two new students have joined the Kura.
	Goal: Meet minimum roll requirement			
	Measure: Number of students enrolled at the Kura.	Met	Met	Our minimum roll is 50 and we have had 53 students enrolled for

				Term 2 & 3
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4.1.4	Objective 2: Student Achievement	Previous Quarter 2	Current Quarter 3	Comment
	Goal: See section 4.2 below as part of the Performance Standards reporting.			
	Measure:			

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.
- Whilst you are only required (currently) to report twice annually on the quantitative aspects of student achievement, we require qualitative information on your progress to achievement of the applicable performance standards
- This section should be completed by the responsible academic lead for your School.

4.2.1	Teaching and Learning promotes student achievement <ul style="list-style-type: none"> • <i>How the learning time is maximised?</i> • <i>There is an academic emphasis.</i> • <i>There is a focus on student achievement.</i>
	Response: <p>Students have structured class time with pouako where they work on the specific material needed for the relevant achievement standard. They then have independent learning time where they can prioritise their workload based on deadlines, difficulty etc. Pouako are still available for advice and guidance during independent learning times.</p> <p>There is a clear academic and achievement focus with each senior student having a personalised learning plan that is monitored by the Pouwhakahaere in terms on participation, commitment and achievement. Each senior student also has a mentor that tracks their progress and any difficulties they may be encountering.</p>

4.2.2	Students <ul style="list-style-type: none"> • <i>How is feedback on progress provided?</i> • <i>How student performance is monitored and is evident.</i> • <i>Progress in achieving learning goals is measured.</i>
	Response: Pouako provide feedback from any internally assessed work. They also communicate regularly with the mentors providing feedback on student progress. In the senior school performance is monitored by the Pouwhakahaere through the completion of work and the grades gained. The progress is measured against the goals and objectives of each akonga in their personalised learning plan and the associated workplan in terms of meeting the requirements for their level of NCEA.

4.2.3	Purposeful teaching <ul style="list-style-type: none"> • <i>The teachers displays efficient organisation.</i> • <i>The lessons are structured and have clarity of purpose.</i> • <i>The teachers are able to adapt their practice.</i>
	Response: The teachers work collaboratively to develop their lessons and ensure they have clear planning for the term ahead. The planning is led by senior teachers and the Pouwhakahaere. All teaching staff are expected to have clear developed planning so that they can best deliver to the students.

4.2.4	<p>The school is a learning organisation</p> <ul style="list-style-type: none"> • <i>There is evidence of school-based staff development.</i> • <i>There is evidence of data-driven, results-based decision-making.</i> • <i>Staff development is achievement focused.</i> • <i>The schools resources are focused on student achievement outcomes.</i> • <i>There is an emphasis on performance and results.</i> • <i>Teachers and students find innovative ways of doing things.</i>
	<p>Response: We have a staff development plan that focuses on the school wide and individual needs of teaching staff. All staff development is achievement focused either through giving teaching staff support in their individual teaching areas or in generic skills that help them administrate their teaching programmes. A school wide example is the ongoing regular training for KAMAR that all of our teaching and mentoring staff have received. Staff work collaboratively to find links between curriculum areas to provide a more integrated learning environment for students. We also use split level teaching for some subjects (such as te reo Māori and Māori Performing Arts) so that akonga can develop their competency regardless of year level.</p>

4.2.5	<p>Parent-community-school partnerships</p> <ul style="list-style-type: none"> • <i>Parents are involved in meaningful ways.</i> • <i>There is a culture of shared decision making.</i> • <i>Links are evident between school and community.</i>
	<p>Response: We have ongoing communication with whānau both through formal Kura processes and less formal contact and communication. We have the conventional hui whakapiki (learning conferences), reports, weekly pānui and end of term celebrations. The less formal is the open door policy whereby whānau can, and do, come in to have a chat about the kura or their childs progress. This happens at the kura or during other community/cultural events in and around Whangarei. Our strong links to community mean informal communication occurs very regularly. We also host community orientated events such as a candidate debate during the election which is open to the whānau of the kura and wider community. We participate in a number of community and cultural events and activities such as pōwhiri, providing referees for junior league and touch rugby and attending important hui (Waitangi Tribunal hearings).</p>

4.3. Student Engagement

- Partnership Schools are required to report to the Ministry regularly on aspects of student engagement.
- The Student Engagement performance standards are specific to your School and can be found in Section 2.2 of Schedule 6: Performance Management System of your Agreement.
- It is not necessary to supply copies of records from your Attendance Management System

UNJUSTIFIED ABSENCES

Definition: Unjustified Absences are full-day absences which are either unexplained, or the reason for the absence is not within the school's policy as a justifiable reason for the student to miss school.

4.3.1	MEASURE: Unjustified Absences			Metric: Measured through attendance data provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.028 x number of students x days the school is open.	25	19	19 unjustified absences this term .028 x 53 x 50 = 74.2

STAND DOWNS

Definition: Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year

4.3.2	MEASURE: Stand downs			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	2.1 days per student per 100 students 1.11 days per student	0	0	

SUSPENSIONS

Definition: Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to:

- Lift the suspension without conditions.
- Lift the suspension with reasonable conditions.

- *Extend the suspension with reasonable conditions for a reasonable period.*
- *Exclude or expel the student.*

4.3.3	MEASURE: Suspensions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.42 days per year per 100 students 0.22 days per year	0	0	

EXPULSIONS

Definition of EXPULSION: *Expulsion means the formal removal of a student aged 16 or over from the school. If the student wishes to continue schooling he or she may enrol elsewhere.*

4.3.4	MEASURE: Expulsions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.15 days per year per 100 students 0.079 per year	0	0	

4.4 Financial performance

See Appendix 1: Financial Performance

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

4.4.1	MEASURE: Operating Surplus			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (%)	Current Qtr Figure (%)	Comments
	2% - 5%			s 9(2)(b)(ii) OIA
4.4.2	MEASURE: Working Capital Ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	2:1	22.34:1	11.51:1	
4.4.3	MEASURE: Debt/equity ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	0.5:1	28.54:1	13.03:1	
4.4.4	MEASURE: Operating Cash			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	Positive cash flow forecast = actual			s 9(2)(b)(ii) OIA
4.4.5	MEASURE: Enrolment Variance			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	50	53	53	

4.5 Targeting Priority Learners

- The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance.
- The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

Which priority group?

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

4.5.1	MEASURE: Enrolment of priority learner groups		
	PERFORMANCE STANDARD: 75%		
	Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
	Total school roll this quarter	% of student roll that identifies with at least one of the priority learner groups	% of student roll that does not identify with at least one of the priority learner groups
	53	100%	0%
	Comments (if any)		
	All of our students are Māori.		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
	Response: Whangarei City – 69.8%; Far North District – 17%; Whangarei District – 9.4%; Kaipara District 1.9% and Auckland 1.9%

5. OPERATIONAL MANAGEMENT

5.1 Property

5.1.1	<p>Please provide information on your school property.</p> <p><i>Consider the following topics in your response:</i></p> <ul style="list-style-type: none">• Any work or modifications you have undertaken at the Property including renovations, site development, landscaping etc since your last quarterly report.• How the property and teaching/learning spaces are supporting the delivery of the curriculum.• Any health and safety issues that have been identified in regards to property. If any health and safety issues have been identified, note how these have been resolved.• Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).• If you have a long term property plan, how you are progressing against the goals in the plan. <p>Response:</p> <p>There has been no work or modifications on our property during this period other than routine maintenance and upkeep. Our teaching and learning spaces are serving our purposes well and creating a very positive and flexible learning environment for our students. We have plans for a medium-long term development of our site in order to provide appropriate facilities for the growing number of students; we are currently on track with these plans.</p>
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5.2 Whānau and Community Engagement Policy

5.2.1	<p>As per your parents, family, whānau, iwi and community engagement policy (as approved by the Minister of Education), please detail your progress in the table below against the Plan.</p> <p><i>Please reference your response back to specific points in your approved policy.</i></p> <p>Response:</p> <p>We continue to build and develop our engagement strategies based on our whānau engagement policy. As a Māori organisation we have a number of well established relationships in our town and region we also have many personal and professional networks that allow us to engage the immediate kura whānau and the wider Whangarei and Māori communities. We gather the thoughts and opinions of our whānau through regular hui such as our hui whakapiki and end of term celebrations. We also hold "one off" events such as our election debate as a means of connecting and communicating with our whānau. We also meet with other local groups such as Ngati Wai to gather their views and plans around education. We report to whānau through a weekly panui, twice yearly written reports and twice yearly hui whakapiki. These are mainly focussed on academic progress and achievement and often lead to further discussions when needed. We deal with the concerns of our whānau seriously and follow a "kanohi ki te kanohi" approach where the Pouwhakahaere meets directly with the whānau to come to a satisfactory resolution or explanation. We consider our whānau at all times in terms of our decisions, whether it is the time we schedule hui, the cost of uniforms or the ways we communicate. This is a key part to our approach to education, engaging the whole whānau.</p>
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5.2.2	Provide a list of the partnerships with other educational or community groups the school is involved with.		
	Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
	EDUCATIONAL ORGANISATIONS		
	NorthTec	By contract provide tertiary education. Through STAR access specific training.	3 students completed a L2 Hospitality course.
	Te Wānanga o Aotearoa	By contract provide Māori Art classes for all year 9/10 and NCEA L2 Art students	2 art classes held once weekly each. 3 seniors doing Level 2 art once weekly (1/2 day).
	CareersNZ	Working together to develop career advice and planning.	Pouwhakahaere and CareersNZ staff.
	COMMUNITY ORGANISATIONS AND GROUPS		
	Whakairo	Students are trained by a tohunga whakairo	1 Student
	Octane Youth Health	A medical clinic for youth	Whānau have enrolled for GP services.
	Far North Crossfit	Fitness Training	By contract 3 x 1 hour session per week. 1 session for each student.
	Whangarei Family Planning Clinic	Staff member provided seminar sessions with students.	2 sessions with our girls and 1 with boys around personal and sexual health.
	Whangarei District Council	Ongoing relationship for mutual support.	As required
	Hihiaua Trust	Ongoing relationship related to the development of the Hihaua block as a Māori culture and education site	As required

5.3 Media

5.3.1	Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).		
	ORGANISATION/OUTLET <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	NATURE OF STORY	WEB-LINK (if available online) <i>E.g. to a news website, Radio NZ, You Tube.</i>
	<i>The Whangarei Report Thursday 18 September</i>	An article about the Trust getting a second Kura. A large part of this article spoke about the success of our current Kura.	
	<i>Te Kaea, Māori TV Tuesday 30 September</i>	An article about the Trust getting a second Kura. A large part of this article spoke about the success of our current Kura.	Māori TV website

5.4 Complaints and the Independent Review Process (IRP)

5.4.1	Describe any official complaints (written) received by the Sponsor in the table below.
	Response: No complaints received.
5.4.2	Please list any instances where students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School.
	Response: No challenges received.

5.5 Operational Policies and Health and Safety

5.5.1	<p>Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.</p> <ul style="list-style-type: none"> <i>This question only refers to the policies related to ensuring a safe physical and emotional environment for Students. You do not need to refer to any policies outside of this scope e.g. curriculum, human resources, property etc.</i> <i>Any policies that have been amended by the Sponsor should be formatted into <u>one document</u>, clearly labelled as an Appendix. Please do not attach separate documents for each policy.</i> <i>Please include a list of policies below that remain the same. You do not need to provide copies of each individual policy if there have been no amendments.</i>
	<p>Response:</p> <p><i>Policies that have been amended and are attached to this document as an Appendix:</i></p> <ul style="list-style-type: none"> No policies previously approved by the Minister have been amended. <p><i>List of policies that have not been amended:</i></p> <ul style="list-style-type: none"> Health and Safety Policy Safe Kura Child Abuse – Suspected or Actual. rugs and Alcohol EOTC Harassment and Bullying Smoke Free Cyber Safety Search and Seizure

6. RISKS AND ISSUES

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

See Appendix 2: Risks and Issues Register

6.1 Risks

6.1.1	<p>Please detail any risks in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives. Note, the event has not happened yet but there is a chance it could occur.• The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.
	<p>Response: No risks identified</p>

6.2 Issues

6.2.1	<p>Please detail any issues in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.• There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%. Issues are usually written in the present or past tense.
	<p>Response: See the attached Appendix.</p>

He Puna Marama Trust
Te Kura Hourua o Whangarei Terenga Paraoa
Financial Performance Quarterly Reporting

Quarter 3: 1 July 2014 - 30 September 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	499,116.00	507,064.00	519,327.00	-	1,525,507.00
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	44.21:1	22.34:1	11.51:1		
Total Liabilities					
Total Equity					
Debt Equity Ratio	43.27:1	28.54:1	13.03:1		
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	50	53	53		
Financial Statements Attached	/	/	/		

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

Note: Majority of the surplus is required to cover planned as yet unrealised expenditure in the future periods.

Certification

I certify that He Puna Marama Trust is solvent and will remain solvent.

Signed

Name:

Date:

James Nari

James Nari

23/10/14

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

REDACTED

REDACTED

REDACTED

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

REDACTED

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.
1	30/07/2014	Policy		Ministry of Education	We have indicated our concerns to the MoE.	See support section.	Possible	Very High	We are raising our concerns again through this report.		A clear message given by the Ministry that this is inappropriate and illegal.

is 9(2)(ba)(i) OIA

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	30/07/2014	Reputational		<div><div></div><div>s 9(2)(i) OIA</div></div>	Sponsor	Open	Sponsor	Possible	<div><div></div><div>s 9(2)(g)(i) OIA</div></div>		

2	30/07/2014	Community Engagement	We have had some tension with local businesses who aren't used to having Maori youth in this area of town	Sponsor	closed	Sponsor	Possible	In the previous reporting period we had a formal complaint. We have had nothing this period and continue to communicate and engage with local business and the council.		
3	30/10/2014	Technical	We have identified the need to strengthen our processes and procedures to support Traumatic Incidences and Emergency Management, following a medical incident (traumatic event) at a study camp held at a local marae. We responded well during the event but we identified improvements could be made in our follow up with whānau and other stakeholders.		Accepted	Sponsor	Likely	We have worked with the MoE and local agencies to develop more robust processes and procedures to respond to traumatic incidents and emergency management.		We will continue to access advice from the Ministry if needed.