

VANGUARD MILITARY SCHOOL

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT –3rd QUARTER

For the period 1 July 2014 to 30 September 2014

CONTENTS PAGE

1. BASIC INFORMATION ABOUT THE SCHOOL	3
2. EXECUTIVE SUMMARY FOR THE MINISTER.....	4
3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT	5
4. PERFORMANCE MANAGEMENT SYSTEM.....	9
4.1. Objectives from your Agreement.....	9
4.2. Student Achievement.....	11
4.3. Student Engagement.....	16
4.4. Financial performance	19
4.5. Targeting Priority Learners.....	21
5. OPERATIONAL MANAGEMENT	22
5.1 Property	22
5.2 Whānau and Community Engagement Policy.....	22
5.3 Media	23
5.4 Complaints and the Independent Review Process (IRP).....	24
5.5 Operational Policies and Health and Safety.....	24
6. RISKS AND ISSUES	25
6.1 Risks.....	25
6.2 Issues.....	25

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	Vanguard Military School
Year Levels	11 and 12
Last quarter Enrolment Count	93
School Address – Physical	8 Rothwell Avenue, North Harbour
School Address – Postal	PO Box 302-770, North Harbour
Website Address	www.vanguard.school.nz
Name of Key Contact	Nick Hyde
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Rockley Montgomery 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>All parties 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 Minister of Education is an effective tool.</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.

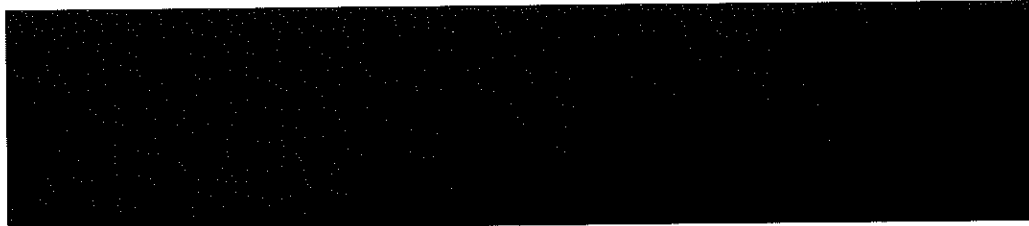
2.1 Executive Summary

Vanguard Military School is entirely happy with its performance over the last quarter. Our tracking shows that we are on target to better the Performance Targets for Student Achievement. We have also met all our obligations financially and with regard to attendance

We have received a very good Public Assurance report from the Education Review Office.

The school takes a firm stance on behavioural issues and uses Clause 7.5(a) and 10.3 as guiding rules. This has led to us not exceeding the requirements for stand downs and suspensions for our contract but overall is important to meet the requirements of those two clauses.

We are meeting all of the Performance Management standards in student achievement, financial management and student attendance.



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

3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</p> <p><i>A serious incident requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.</i></p> <p>Response: Nil.</p>
3.2	<p>Has any serious criminal activity been discovered to have taken place on the Premises?</p> <p><i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p> <p>Response: Yes. One student physically assaulted another student. The offending student was suspended and the Disciplinary Board found to expel the student.</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: Vanguard Military School has operated in accordance with the requirements set out in the Gazette Notice.</p>
3.4	<p>Please confirm that the school has not exceeded the Maximum Roll.</p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Maximum Roll level of your Partnership Kura.</i></p> <p>Response: Vanguard Military School has 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: All students have been accepted in accordance with the above clauses.</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: School hours and term dates have not fallen below the minimum levels. I will forward amended school hours and terms for 2015 through to the Ministry prior to the start of school next year but these will not be below the minimum levels.</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>Response: There have been no stand downs or suspensions that have exceeded the maximum periods as set out by the Education Act.</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: Our contract states that we are not required to provide transport services for students. However a large group of our students are entitled to transport assistance and the school has recently signed an Agreement with the Ministry so that they can receive direct resourcing for this.</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: The Sponsor appointed Rockley Montgomery as Principal of the School back in November 2013. This has not changed.</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: In 2014 VMS is expected to have 7 Registered Teachers. We currently employ 10 Registered Teachers.</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 of your Agreement</u> for information on the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach.</i></p>
	<p>Response: In 2014 Vanguard Military School Registered Teachers must teach 67% of the curriculum. Vanguard Military School currently has depending on year level and selected electives between 86% - 100% of our academic curriculum taught by registered teachers.</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 of your Agreement</u> for information on police vetting. Please refer to clauses <u>78C</u> to <u>78CD</u> of the Act as applied by <u>section 158U</u> of the <u>Education Act 1989</u>.</i></p>
	<p>Response: All Teachers and other sponsor employees and contractors have police vetting held by the school.</p>
3.13	<p>Please confirm that you, as Sponsor have reported to the Minister in accordance with and by the dates or within the timeframes clause 18.2 of your Agreement?</p> <p><i>Please refer to <u>Part 3: Records and Reporting of your Agreement</u> for information on Reporting to the Minister.</i></p>
	<p>Response: 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>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement?</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>Response: Vanguard Military School has now reported three times to parents regarding student progress. Once at the end of Term 1, once at the end of Term 2 and recently at the end of Term 3. Student progress and attendance is provided for parents as is a graph displaying the student progress towards NCEA qualifications.</p>

3.15	<p>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement?</p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</i></p>
	<p>Response: Not applicable until 2015.</p>

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives from your Agreement

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

4.1.1	Objective 1: Participation	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Student attendance meets the PSKH contract			
	Measure: Unjustified absent days are below the formulated contract figure.	Met	Met	

4.1.2	Objective 2: Engagement	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Students have pride in their school and are committed to it.			
	Measure: Sports teams are organised, represent the school well and never default.	Met	Met	The school has participated in North Harbour Secondary Schools Cross Country, Basketball and Rugby 7's competitions this year with no defaults.
	Measure: The school is well represented at community functions.	Met	Met	The whole school marched at ANZAC Day and performed at the IRB U20 Rugby World Cup.

4.1.3	Objective 3:	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Retention			
	Measure: How many students move from Term 4 at Level 1 to Term 1 at Level 2, recorded as a percentage.	Progressing Towards	Progressing Towards	Unable to assess until last quarter report.

4.1.4	Objective 4:	Previous Quarter 2	Current Quarter 3	Comment
	Goal: Student Achievement			
	Measure: Completed NCEA Qualifications.	Progressing Towards	Progressing Towards	18 students at Level 1 have already passed prior to Term 4. 35 students at Level 2 have already passed prior to Term 4. Vanguard is certain we will meet this performance target.
	Measure: The number of students who had previously failed an NCEA Level but have now passed at Vanguard.	Progressing Towards	Progressing Towards	33 students had previously failed NCEA Level 1. 27 of those students have now passed with others expected to do so by the end of the year.

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>
	<p>Response: The entire school's educational programme promotes student achievement. Student achievement at Vanguard falls into two main areas.</p> <p>Firstly the effective learning area:</p> <ul style="list-style-type: none"> • The school removes as many of the barriers to learning as possible. For example, free uniforms, free food at school, free transport, free exam fees, etc. • The school facilitates a safe and friendly environment conducive to learning. • Small class sizes that allow very specific guidance and feedback. • The structure of the daily learning programme, which has most of the academic learning early in the day and most of the physical training learning later in the day. This has optimised student focus and motivation to learn and promoted achievement. • Quality teachers that facilitate quality guidance, quality feedback, motivate students and inspire students, all of which promotes student learning. • The use of the principle of "sound body and mind". This develops good physical condition of the student that in turn optimises learning. • The school sets high expectations in all aspects of the school, with a specifically very high academic focus, which optimises the final outcome of learning and achievement. • The use of a collaborative system or team approach to educating the student. The team being made up of the student, the parents/caregivers and the staff/teachers. This wrap around support structure adds a sense of safety, self-confidence and an obligation to not letting the team down. All this adds to the motivation and determination of the student to achieve. • The use of confidence building, using for example "confidence through accomplishment". The school uses numerous smaller techniques, both academically focused and physically focussed to optimise early success for each student. This early development of positive self-image and self-worth is then used to optimise learning further down the track and in areas where the student has not been so successful in the past. • The use of a strong sense of belonging to a team or group (the school) and wanting to be part of the success has been a strong motivator to achieve. • The use of a multi-exit system from school that focuses achievement and gives achievement sharp meaning in a very achievable timeframe. • The very high standard of discipline at the school allows teachers to focus on teaching and not behaviour management. This promotes learning and achievement.

- The instructional style of teaching that builds a good base knowledge and understanding for many students that have lacked this in the past. This promotes motivation to achieve, builds self-confidence in ability to achieve and in some cases has even inspired students to re-evaluate their potential for academic development.
- The narrow curriculum and academic focus of the school, using the core subjects of English, Mathematics, Science, Physical Education and Physical Training to focus the learning and achievement of students into a very meaningful and productive area, which creates motivation by opening up a wide range of future career pathways and employment opportunities. The use of the idea, "if you are going to do a job, do it well and make it worthwhile", has been a very good motivator for students to learn and achieve.

The unique educational model with the teaching and learning systems used by the school have been highly successful, as can be seen by the academic results, backed up by the ERO review and the external moderation carried out. However, the real success of this school lies in the value added to each student that has attended this year, many of whom started with a level of educational development way below what of most students' entering Level 1 (Year 11).

Secondly the affective learning area:

- The school's discipline policy has facilitated a huge change in student behaviour, which in turn has promoted higher quality teaching, maximised learning time and facilitated a more focused learning environment.
- The use of routine development in the educational model has allowed students to become more familiar with learning, hard work and achievement.
- The school's attendance policy has played a very big part in how the teaching and learning programmes at the school have contributed to student achievement.
- The school's emphasis and insistence on the student wanting to be at the school and wanting to learn using our unique educational model has ensured very good to excellent motivation to learn and achieve.
- The use of the school's honour code and pledge to reinforce a positive and a never give up attitude has had a positive effect on learning and achievement.
- The school's culture of success and pride has motivated students to work harder to achieve their goals and to be part of a winning team.
- The incorporation of academic success into the intersection competitions scoring has made academic success a priority for all students motivated by the challenge and the sense of not letting their team down.
- The system of students' not being sent home with large amounts of homework that tends not to get done, has focused the hard work at school, where the teacher can monitor progress and allowed the student to relax and rest at home. Rest being an integral part of maintaining high intensity effort at school, thus optimising performance.
- The use of the reward system of students' earning their holiday time has been a big motivator with regard to working well and with good focus at school, thus optimising achievement.
- The role modelling the students receive from the staff, with regard to dress, personal grooming, use of language, respect shown to students and each other, attitude to hard work, optimism and positivity, have all helped with improving the positive attitude and behaviour of the students'.

4.2.2	<p>Students</p> <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> <p>Response: Students receive consistent quality feedback from teachers in all learning aspects of the school.</p> <ul style="list-style-type: none"> • Each section's (tutor class) section leader (tutor teacher) teaches their section two to three times a day. This allows the teacher to really get to know their students and they take on a role very much like the mother or father of the student. They are continually guiding and leading their students and as a result of this, the student is continually receiving quality feedback on all aspects of their development at the school. • All lessons have a clear aim and start with a recap of the previous lessons work. • All students' are continually reminded of how many credits they have and what they still need to achieve their goal/s by the deputy Principal in charge of their level. • The entire school's academic record is tracked on a spreadsheet and is used to make the decisions needed when customising individual student learning. • Students and parents/caregivers receive a progress report at the end of each term. This report focuses solely on learning achievement. All other feedback is given to parents regularly via other methods.
-------	---

4.2.3	<p>Purposeful teaching</p> <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> <p>Response: All teaching at the school consists of the following:</p> <ul style="list-style-type: none"> • Well-structured work books. • All standards selected are done so with purpose and students are taught using a large amount of instructional style teaching. • Standards are taught in a very Spartan way with very specific outcomes and then a large amount of differentiation occurs to cater for the enormous range in the level of development of the individual students. • Due to this vast range in the level of the individual student's development, a number of subjects have adapted their programmes by inserting Level 3 standards into their Level 2 programmes, to assist with this differentiation and with tidying up a number of student's achievement deficiencies. This has allowed a number of students to achieve at more than one level and in a few cases, even achieve their Level 3 certificate at the school, even though we do not officially offer Level 3 this year. • Almost every subject head has modified their programme for this year a number of times. This has been done as a response to the direct needs and the unpredictable and varied level of development of their 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: Staff professional development has been extreme from the very beginning of Vanguard's development. The professional development programme started with meetings in November 2013 and has continued on at an accelerated rate ever since.</p> <p>Reasons for the high level of professional development include:</p> <ul style="list-style-type: none"> • Vanguard is a partnership school and as such, functions on a completely different set of rules, requirements and procedures as to what the newly employed teachers were accustomed to working with. • New head of subjects, particularly the highly experienced, ex-state school senior teachers had to learn a completely new way of educating young people. • All staff had to learn, not only how this school planned to function, the focuses and aims of this unique system and the methods to be used to achieve this, they also had to learn how in practice to do this efficiently. • All teachers had to learn to think completely differently at Vanguard, where students' are managed with a very specific required outcome, and not simply with their particular subject focus in mind. They also had to learn to build their subject thinking into the framework of the school's "big picture" and tying it in with the student's specific educational outcome requirements. <p>Almost all decisions at all levels of the school are based on achievement outcomes. The school is acquiring more and more data that is continually being use for review purposes and to assist ongoing decision-making. Not only are the processes and procedures of the school being refined, but how to best teach our specific demographic of student population is continually being modified to improve performance and thus achievement.</p> <p>How the staff use our unique educational model and the resource available to them could be seen as innovative. For example, getting all the students physically and mentally active first thing every morning with a short morning parade and by having most of the academic/theory classes early in the day and then just when the students are starting to switch off, they have the more motivating physical activities.</p> <p>Many of the points covered in 4.2.1 will help support the fact that Vanguard Military School places extreme emphasis on performance and results. However, it must be mentioned that a very high percentage of student performance and the results they are personally achieving can only be quantified by first establishing the extremely low level of performance and achievement they arrived at the school with. For example, students' that were attending school at 20% – 30 % of the time and in some cases, not at all, are now attending Vanguard at above 95%.</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: Vanguard Military School uses a team approach to the educational development of each student. This team consists of the student, the parent/caregiver and the staff. Students and parents are made aware of this from the very beginning and informed of the aim/s, responsibilities of the parties involved and the techniques to be used to achieve the required outcomes for the student.</p> <p>Clarity is given to students and parents/caregivers, as to what aspects of our educational model are non-negotiable and those that require shared decision making. The aim of the school is the success of the student and the aim of the team is to achieve this success, but without ever losing sight of the fact that, success is relative to each student, that the level of success is determined by the team as a collective and that the student and their respective parents/caregivers have to maintain total support of and belief in the system.</p> <p>Vanguard Military School uses a multi-exit policy for graduating students and places emphasis on not only having a pathway to achieving academic success, but also following this up with assistance to move into the next phase of their lives. For example, joining the forces, moving to further education or finding employment. The school has a number of agreements with companies around the community that offer work experience, followed by possible part-time jobs for those that perform to the required standard and even full employment. For example, Forbes Packaging, directly opposite the school building, has already employed three of our graduating students on full employment contracts.</p> <p>The school has a number of links with the community. For example, our disciplinary policy has a community service step, just before stand-down or suspension. This involves student's having to serve a one day community service charge in the local community. The groups assisted so far include, the Auckland City Council, where students have assisted with walkway maintenance and North Cross Community Church, where students assisted with wrapping food parcels.</p> <p>Staff members of Vanguard have assisted a number of local schools with military type requirements. For example, Orewa College was assisted with a world war one history activity, where a number of their history students spent some time in trenches they had made, as a way of studying and learning about the First World War. A member of our staff assisted with the authentic aspects and some of the safety aspects of the activity.</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 multiplied by the number of students, multiplied by the number of days the school is open. $0.028 \times 80 \times 56 = 125.44$	124	110	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. Our figure of 110 meets the performance target.

STAND DOWNS

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

4.3.2	MEASURE: Stand downs			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	2.1 days per year per 100 students.	17 days (4 students)	3 days (2 students)	2 students were stood down. One for one day and another for 2 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. The school plans to provide greater information to parents and prospective students regarding our behavioural policies which we enforce to provide a safe learning environment.

SUSPENSIONS

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

- Lift the suspension without conditions.
- Lift the suspension with reasonable conditions.
- Extend the suspension with reasonable conditions for a reasonable period.
- Exclude or expel the student.

4.3.3	MEASURE: Suspensions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	.42 days per year per 100 students.	9 days (3 students)	6 days (1 student)	1 student was suspended for a total of 6 days. Vanguard can confirm that for this student the Ministry was informed via ENROL and that the process was in line with the Education Act and Guidelines. The outcome was that student was expelled. Similar to the stand downs the school has looked to provide greater guidance to its incoming students and their parents about the required behaviour standards for this school.

EXCLUSIONS

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

4.3.4	MEASURE: Exclusions			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	.15 days per year per 100 students	1 student	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	2 students	1 student	1 student was expelled. The Ministry was informed by ENROL and the process followed the Education Act and Guidelines.

4.4 Financial performance

See Appendix 1a: Financial Performance

Appendix 1b: Profit & Loss

Appendix 1c: Balance Sheet

- 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%			

§ 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	2.8:1	3.07:1	

4.4.3	MEASURE: Debt/equity ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	0.5:1	0.38:1	0.33:1	

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			

§ 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
	108	93	80	Note, that As a Senior High School we are preparing our students to graduate. Many of our level 2 students upon completion of their NCEA Level 2 then look for employment or further career options, this is very different from a primary school which keeps the students for a full year. The statistics show that of the 13 leavers during this quarter 9 went into employment, 3 to further education courses and 1 expelled. It also shows that 12 of the 13 leavers had achieved their NCEA qualification.

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?

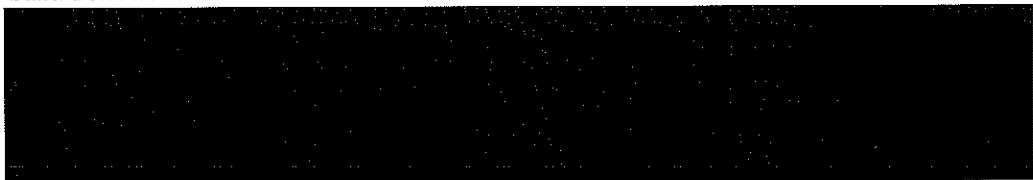
- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards 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
	80	77.5%	22.5%
	Comments (if any)		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
	Response: West Auckland – 27.5%; South Auckland – 26.5%; Local North Shore - 30%; and North Auckland/Rodney – 16.25%.

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: Vanguard Military School is currently leasing a premise that can cater for our eventual maximum roll of 192 students. The current premise 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.</p> 

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

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. Consider the following guiding questions in your response:</i></p>
	<p>Response: The following parts of our policy have been implemented and provide information and evidence of our communications with parents, family, whanau and the wider community of our school.</p> <p>Vanguard Military School recently conducted a survey of parents which allowed the school to collect feedback from parents and also allowed for parents to have their say. As well as this survey the school communicates and receives feedback from parents through regular emails sent by admin staff regarding the school, monthly newsletters which are emailed to them and information posted on our facebook page and website.</p> <p>We have also emailed to parents the term reports on student progress.</p> <p>The School's systems also mean that there is constant contact between the Admin staff and Section Leaders to parents regarding their children.</p>

5.2.2	Provide a list of the partnerships with other educational or community groups the school is involved with.		
	Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
	EDUCATIONAL ORGANISATIONS		
	<i>Physical Education New Zealand (PENZ)</i>	PE Association	Teacher and Curriculum PD
	<i>Northern Area Region Association for Teaching English (NARATE)</i>	English Association	Teacher and Curriculum PD
	<i>New Zealand Association of Maths Teachers (NZAMT)</i>	Maths Association	Teacher and Curriculum PD
	<i>Auckland Secondary Schools Principals Association (ASSPA)</i>	Principals Association	
	<i>Auckland Secondary Schools Heads Association (ASSHA)</i>	Principals Association	
	COMMUNITY ORGANISATIONS AND GROUPS		
	<i>Bays Youth Trust</i>	MOU	Provide Careers and Guidance Support for students
	<i>Greenhithe Community Trust</i>	MOU	Provide facilities for the community
	<i>Westpac</i>	Business Association	
	<i>Passrite</i>	Business Association	

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>

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">None <p><i>List of policies that have not been amended:</i></p> <ul style="list-style-type: none">All of them

6. RISKS AND ISSUES

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

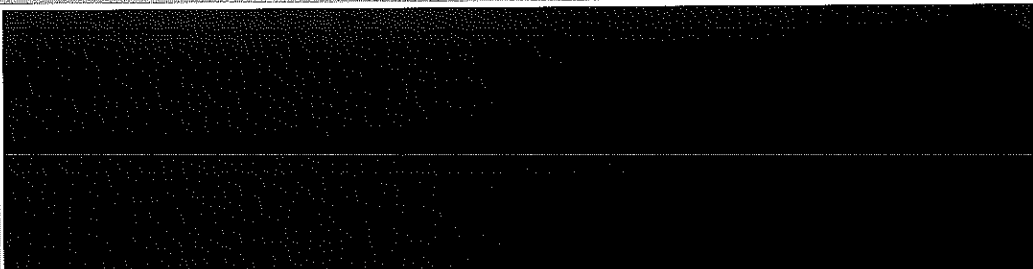
See Appendix 2: Risks and Issues Register

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.• We can plan for risk based on its probability and impact on deliverable – risks can be avoided completely, or can be minimized, or can be transferred to other party.
	

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

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.• Keep in mind that Ministry colleagues, who are not involved in the day-to-day implementation of the Partnership School policy, may be viewing this report and as such, all parts of the table should be written clearly and succinctly.
	

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

Vanguard Military School

Financial Performance Quarterly Reporting

Appendix 1

Quarter 3 July 1 - 30 September 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	535,353.00	534,540.00	534,582.00		1,604,475.00
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	25.8:1	2.8:1	3.07:1		
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.02:1	0.38:1	0.33:1		
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	104	93	80		
Financial Statements Attached	P&L plus Bal Sheet				

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

Certification

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

Signed

Name: Nick Hyde

Date: 31 October 2014

NOTE: The reason the operating cash forecast is left blank is because all forecasts were done before the setup of the school. In my role as CEO and in conjunction with our Accountant on our Advisory Board we made a decision to work through the first 12 months without an operating forecast and use the data collected on expenses etc to provide a more detailed forecast for 2015 using actual figures from 2014 as a basis for estimates.

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

REDACTED

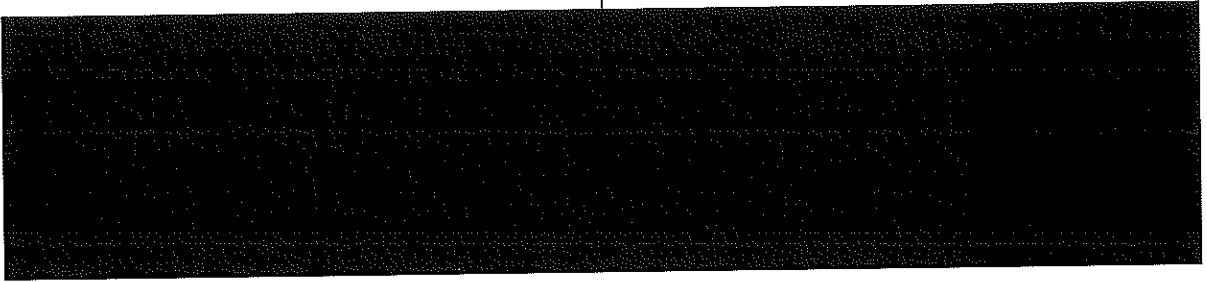
s 9(2)(b)(ii) OIA

REDACTED

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

REDACTED

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



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 Level	Risk Rating	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
1	31/10/2014	Operational		Sponsor and Ministry of Education	A budget has been developed for the school based on our current funding (decile 3).						

s 9(2)(b)(ii) OIA, s 9(2)(i) OIA, s 9(2)(i) OIA, s 9(2)(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
1		31/10/2014 (03)	Contractual		Sponsor	Open	Ministry of Education		For the second quarter, the Ministry provided Sponsor's with a definition of 'low-socio economic' to assist with identifying the percentage of priority learners enrolled at the school (to report on as part of the Quarterly Reporting template). The Ministry did not consult with the Sponsors of Partnership Schools when developing this definition.	
2		31/10/2014	Contractual	The difficulties with a contractual obligation to enrol 75% priority learners and an open enrolment policy.	The Sponsor	Open	Ministry of Education			
3		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

