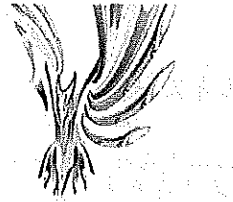


Third Quarter Report:
Te Kura Hourua ki Whangaruru



**NGĀ PARIRAU
MĀTAURANGA TRUST**
KAITIAKI O TE KURA HOURUA KI WHANGARURU
SPONSOR OF WHANGARURU PARTNERSHIP SCHOOL



TE KURA HOURUA KI WHANGARURU
PARTNERSHIP SCHOOLS KURA|HOURUA
QUARTERLY REPORT – 3rd QUARTER

For the period – 1 July 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.....	13
4.3. Student Engagement.....	15
4.4. Financial performance.....	17
4.5. Targeting Priority Learners.....	19
5. OPERATIONAL MANAGEMENT	20
5.1. Property.....	20
5.2. Whānau and Community Engagement Policy.....	20
5.3. Media	22
5.4. Complaints and the Independent Review Process (IRP)	22
5.5. Operational Policies and Health and Safety.....	23
6. RISKS AND ISSUES.....	24
6.1. Risks.....	24
6.2. Issues.....	24

1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

1.1 Basic Information	
Name of School	Te Kura Hourua ki Whangaruru
Year Levels	9-14
Last quarter Enrolment Count	54
School Address – Physical	3527 Russell Road, Whangaruru
School Address – Postal	3527 Russell Road, Whangaruru
Website Address	www.tkhkwhangaruru.ac.nz
Name of Key Contact	Makere Laurence-Bade
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Natasha Sadler 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.

See Appendix 1: Organisational Structure

1.2 Organisational Structure
<p>The appointment of a General Manager at the end of Q2 has brought stability, operational improvements and a clearer line of communication/reporting between the Kura and the Sponsor. The General Manager has allowed Senior Management and staff input into Sponsor Reports which are shared at Trust meetings on a weekly basis.</p> <p>The appointment of an Office Manager has meant that all business functions, back office functions and infrastructure are now in place to support curriculum delivery.</p> <p>The appointment of a Social Worker has strengthened the Pastoral Care needs within the school. The delegation of the Discipline Portfolio to an experienced teacher has also strengthened the Pastoral Care support within the school.</p> <p>The formation of a Discipline Committee which includes two parents, the General Manager and a quorum of trustees has strengthened the school's ability to maintain the High Expectations Plan (Behavioural Management Plan) and to maintain safety within the kura</p>

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

The appointment of a General Manager and an Office Manager to the Management structure has brought stability, operational improvements and a clearer line of communication/ reporting between the Kura and the Sponsor.

We have met all minimum requirements of the Agreement between the Ministry of Education and Nga Parirau Matauranga Charitable Trust.

We have worked closely with Team Solutions to co-construct Curriculum Development that best suits the Project Based Learning we aspire to excel at within our kura.

We have addressed issues highlighted by ERO and have engaged in high quality Professional Learning Development with Team Solutions to enable quality leadership and assessment within our kura. We will continue to put systems and action plans in place to ensure ongoing reflection and improvement.

We have co-constructed and implemented a High Expectations Plan (Behavioural Management Plan) which has helped to sustain a safe teaching and learning environment. We have employed a qualified Social Worker to assist in the wider pastoral care needs of our kura community. We have implemented a whānau class pastoral care system to strengthen the relationships between teachers and students as well as teachers and families.

We have recruited an additional Trustee with considerable business and research expertise.

We are engaging regularly with whānau to address issues and work together to assist the school to meet its vision and purpose.

3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</p> <p><i>A serious incident requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.</i></p>
	<p>Response: Nil</p>
3.2	<p>Has any serious criminal activity been discovered to have taken place on the Premises?</p> <p><i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p>
	<p>Response: Nil</p>
3.3	<p>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</p> <p><i>Please refer to <u>Annex A of Schedule 1 of your Agreement</u> for the specifics as they apply to your Partnership Kura.</i></p>
	<p>Response: We have operated the school in accordance with the requirements as set out in the Gazette Notice.</p>
3.4	<p>Please confirm that the school has not exceeded the Maximum Roll.</p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Maximum Roll level of your Partnership Kura.</i></p>
	<p>Response: We have not exceeded the Maximum Roll.</p>
3.5	<p>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?</p> <p><i>Please refer to <u>Part 2, Section 7, Enrolment of Students at School and in Courses</u> of your Agreement for information on the Acceptance of Students (clause 7.2), International Students (clause 7.3) and Students with Special Education need (clause 7.4).</i></p>
	<p>Response: We have accepted students in accordance with the above clauses.</p>

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

3.7	<p>If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the <u>Education Act 1989</u>.</p>
	<p>Response: Not applicable. No students have been stood down or suspended in the third quarter.</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: We have two Ministry funded buses. One service provided by Athol Caves Services (Whangarei to Whangaruru) and the other bus provided by Perry Clarkes Bus Services (Moerewa to Whangaruru).</p>

3.9	<p>Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?</p> <p><i>Please refer to <u>Part 2, Section 12: Governance of the School</u> of your Agreement for information on the person responsible for teaching and learning. Note this person must have a proven background in educational leadership.</i></p>
	<p>Response: We confirm that Natasha Sadler is the Curriculum Manager and that she is responsible for teaching and learning.</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>Response: The percentage of teaching positions have not fallen below the minimum as set out in Schedule 4 of our Agreement which requires us to have a minimum of 70% registered teachers, 15% Holders of Limited Authority to Teach and 15% unregistered Teachers. We currently have four teachers whom are fully registered (80%) and one unregistered teacher who has made an application for a Limited Authority to Teach. All teachers are full time at our kura.</p>

3.11	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?
	Response: In 2014, Registered Teachers or Holders of Limited Authority to Teach must teach 79% of the curriculum, compared with the total curriculum time. We can confirm that the percentage of curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach has not fallen below this minimum percentage set out in Schedule 4 of the Agreement.

3.12	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?
	Response: All full time staff, relievers and industry specialists have been police vetted.

3.13	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>
	Response: We have reported to the Minister in accordance with Clause 18.2 of our Agreement.

3.14	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>
	Response: We have reported to parents in the following ways: <ul style="list-style-type: none"> • Student reports (individual academic achievement) • We are not required to report against National Standards because we are a Y9 – 14 secondary school.

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 this quarter. We are aware that we must have audited accounts prepared by no later than 120 days (being all days including Business Days and non-Business Days from the 31 December 2014.</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: Students will experience learning success through a safe and authentic land and water curriculum (Goal 3 of our Strategic Plan).				
	Measure: All learners will engage in curriculum strands that utilise the land and the water that the farm, our school and the Ngātiwai rohe have to offer.	Met	Met	We have engaged with a range of providers who are listed in the subcontractors (see section 5.2.2 of this report).
	Measure: Curriculum is engaging which encourages high levels of participation. Authentic options have expanded and include: Equine/Horses, Motorbikes/Automotive, Coast Guard/Day Skipper, Kapa Haka/Māori Performing Arts, Project Possum, Project Fencing, Surfing, Diving, Crossfit – Basketball/Hauora plus an in context Experiencing Marine Reserves programme.	Met	Met	Engaging curriculum expanded in Quarter 3 to include a range of additional options under the umbrella of Passion Projects. Additional options are included in the measure.
Goal: We will encourage the uniqueness of the individual learner and their ability to succeed, respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented children and non-Maori (Goal 4 of our Strategic Plan).				
	Measure: Students will co-construct Personalised Learning Plans (PLP) with their learning coaches (teachers/facilitators), their	Progressing Towards	Met	Every student is a member of a whānau class. The whānau teacher has saved an electronic copy of every student's PLP on the shared staff drive. Staff are

	whānau and support networks that are important in supporting learner success. The PLP is reviewed every term.			referring to PLPs when doing NCEA credit tracking and qualification attainment to align with student aspirations.
	Measure: Gifted and Talented students will be supported to make continued accelerated progress.	Met	Met	Capable junior students were identified via diagnostic assessment and have been entered into the appropriate NCEA programmes. One of those students has been entered into NCEA internal and external examinations.

4.1.2	Objective 2: ENGAGEMENT	Previous Quarter 2	Current Quarter 3	Comment
Goal: Routines which links to Goal 5 of our strategic plan – Students will experience learning success upon entry, during and upon exiting from our Kura Hourua				
	Measure: All learners and staff will engage in a tikanga & reo Māori o Ngātiwai curriculum	Met	Met	In addition to the comments from the Q2 report we have also implemented a weekly Te Reo/Tikanga assembly for whole school and staff where local kaumātua come and teach the kura local tikanga, waiata and reo.
	Measure: Include at least 3 marae-noho per school year at marae throughout the Ngātiwai rohe to access localized histories and reo used by the kaumātua of each of those marae.	Met	N/A this quarter	
	Measure: We will draw on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery	Met	Met	Local providers assist as industry specialists in co-developing and co-delivering the special and passion projects at our kura.
	Measure: Clear expectations as outlined in the High Expectations Plan (HEP)	Additional focus for Quarter 3	Met	Trust, staff, student council and whānau had the opportunity to input into in the HEP.
	Measure: Settled day structure as per the timetable.	Additional focus for Quarter 3	Met	Individual students and staff timetables generated via KAMAR.

Goal: Staff, students, staff and whānau relationships link to Goal 7 of the Strategic Plan – we will develop a culture of respect embraced by a supportive whānau				
Measure: Openness of conversations.	Additional focus for Quarter 3	Met	Students have developed open relationships with their whānau and subject teachers. Whānau teachers are also in regular contact with student's families.	
Measure: An improvement in student attendance.	Additional focus for Quarter 3	Progressing Towards	Negative media leading into the 2014 General Elections had a negative impact on student attendance. Student attendance is an issue that we have highlighted in the Risks & Issues Register.	
Measure: Parents are involved in supporting and making important decisions at the kura.	Additional focus for Quarter 3	Met	Two parents have become members of the disciplinary committee. Parents are attending hui-ā-whānau and assisting in recruitment activities.	

4.1.3	Objective 3: RETENTION & RECRUITMENT	Previous Quarter 2	Current Quarter 3	Comment
Goal: We will develop a culture of self-review and provide high quality character building teaching to ensure student engagement, retention and achievement (Goal 8 of the Strategic Plan).				
	Measure: Staff reflections are recorded at the end of each term as a way of improving future practice and programmes.	Met	Met	
	Measure: Utilise engage not enrage teaching strategies.	Progressing Towards	Progressing Towards	Leadership and Assessment Professional Learning Development, with team solutions, has started in our kura. We are also working with the RTLB team and progress will be more measurable as learnings are applied within the kura.
	Measure: Students attend school regularly.	Additional Focus for Q3	Progressing Towards	Student attendance has been identified as an issue and is highlighted on our Risk Register.
	Measure: Student incidents are reduced.	Additional focus for Q3	Met	The co-construction and implementation of the High Expectations (Behavioural Management) Plan has had a positive impact on the safety and wellbeing of all staff and students at the kura. A reduction in student incidents has been noted.

Goal: We will recruit 30 junior students for 2015.			
Measure: An Expo Day is successfully advertised and marketed via social media and delivered with the intent of recruiting for 2015. Other marketing tools are developed.	Additional focus for Q3	Progressing Towards	Parents and student council are key members of the marketing campaign.
Measure: At least 30 students are recruited for 2015.	Additional focus for Q3	Progressing Towards	The Sponsor group, staff, students and whānau are focussed on ensuring the positive messages are shared in response to the negative media attention the school has been receiving.

4.1.4	Objective 4: STUDENT ACHIEVEMENT	Previous Quarter 2	Current Quarter 3	Comment
Goal: Students will experience learning successes in the three levels of NCEA and other relevant qualifications/pathways that align with their Personalised Learning Plans (PLPS – see Goal 6 in the Strategic Plan.				
Measure: Entries into NCEA and other qualifications that align with the school purpose.		Met	Met	Entries files are sent regularly to NZQA via KMAR system on an ongoing basis.
Measure: Successful attainment of NCEA and other qualifications including the Day Skipper and Duke of Edinburgh		Progressing Towards	Progressing Towards	NCEA tracking is a focus to ensure that students, whom are ready, are able to attain all necessary credits to attain the relevant NCEA qualification.
Measure: Students attain NCEA credits from a range of theoretical and practical learning experiences.		Additional focus for Q3	Progressing Towards	Most students were able to attain up to 44 Level 2 and Level 3 credits through a Memorandum of Understanding between our kura and the National Trades Academy.
Measure: Senior students whom have arrived at our kura without any NCEA credits will achieve credits.		Additional focus for Q3	Progressing Towards	Student attendance rates must improve to ensure adequate access to learning thus enabling success in summative assessments.
Measure: Junior and senior students will have the opportunity to gain a Day Skipper Qualification which also attributes 6 Level 2 credits towards NCEA.		Additional focus for Q3	Met	This is achieved through a Memorandum of Understanding between the school and Moana Futures.

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	<p>Teaching and Learning promotes student achievement</p> <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: We have a complex timetable which is working towards incorporating project based inquiry learning, as outlined in our application and contract. This complex timetable has meant trading off time with core subjects and learning is maximised based on the complexity of the timetable. Staff are meeting again in Q4 to see how the timetable can be further developed to ensure maximised learning time. Staff are using WALTs (We are learning to) learning intentions that align with course outlines to ensure clear learning/academic outcomes. Staff are monitoring student assessment progress as a way to inform teaching and learning.</p>
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: Informal formative assessment feedback is given on a regular basis in classroom practice. Formal summative assessment feedback is included in student achievement reports and between students and subject teachers. Student performance is monitored within our Student Management System, KAMAR. Progress in achieving learning goals is measured via assessment completion – which is monitored in classroom charts, rubrics and in the results lists in KAMAR markbooks.</p>
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: Every core subject and option has a course outline which clearly outlines assessment dates. Every core subject must have planning at least a term in advance. Classroom observations have provided evidence of planning in most curriculum areas within our kura. Observations also evidence that most teachers are able to adapt their practice. Teachers requiring support in planning and practice adaptation are being supported through the appointment of more experienced staff, consultants and professional development to assist in these areas.</p>

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 participate in the reading of an educational piece of research related to teaching and learning. A staff member presents back to the staff at the weekly staff meetings. Staff are using assessment results to inform their teaching practice. Leadership and Assessment Professional Learning Development linked directly to curriculum development and delivery – which is definitely achievement focused. As a new school we have taken the first year to diagnose staff and student capacity and capabilities to ensure that proper supports are in place for our second year of operation.</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: Parents are forming a whanau group to ensure that their voices are an integral part of our kura. This is an area of ongoing development. Many parents also work within the school and they have the benefit of first-hand knowledge of how the school is currently supporting their students and what more needs to be done. The kura recognises that the wider whanau need to be included in this knowledge. Parents are using our facebook page and newsletters to communicate with each other. They are also meeting more regularly to provide constructive criticism to the kura. More parents are required to support with EOTC trips, assisting with the Breakfast and lunches in school and other areas. We have a strong link with the kaumātua in our community. They are in our kura regularly to support with lessons on tikanga and to participate in many aspects of tikanga within our kura. However, as a reflective kura we still see areas of development in improving our links between the school and our wider hapu, iwi and community.</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	17.2 days	13.3 days	The kura are employing the 5 + 5 + 5 system of attendance tracking. When a student is absent, the attendance officer currently phones the parents to report the absence and to find out the reason. For the first 5 absences a letter will be sent to the parents from the whānau teacher. For the second 5 absences a letter will be sent to the whanau and a hui will be convened between whanau teacher and the whanau. For the next 5 absences, a hui will be convened between the Senior Management Team and the whanau.

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 students	0 days	0 days	

SUSPENSIONS

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

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

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

EXCLUSIONS

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

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

EXPULSION

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

4.4 Financial performance

See Appendix 2: Financial Spreadsheet

- 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%	[REDACTED] s 9(2)(b)(ii) OIA		The quarterly report are misleading due to change of administration staff and invoices being entered and paid in different months to which they were incurred. This has been corrected in the last quarter and will be reflected in the 4th quarter report.

4.4.2	MEASURE: Working Capital Ratio			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure (ratio)	Current Qtr Figure (ratio)	Comments
	2:1	1.13:1	1.15:1	

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	0.36:1	0.32:1	

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=actual	[REDACTED] 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
	71	54	46	Student attendance is an issue that is highlighted on the risk register, which is Appendix 3 of this report.

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 <u>does not</u> identify with at least one of the priority learner groups
	46	96%	4%
	Comments (if any)		

4.5.2	Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
	Response: Whangarei - 57%; Whangaruru – 36% and Kawakawa 7%.

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> <ul style="list-style-type: none"> Fire Extinguishers are available in every building and all school vehicles. Evacuation Plans are visible in all buildings A multi-purpose basketball/netball court will be built before the end of the school year. The current four classrooms, office area, hall, ablution blocks and storage spaces suffice for the current roll but another classroom is required to cater to the projected roll of 70 for 2015. We are looking to use the current hall as a teaching space until funds allow us to be able to afford an additional prefab. Shade to cover the veranda areas in front of the four prefabs is forecast for the 2015 budget A more user-friendly administration block and staff room is required to enable the sponsor to meet their obligations as good employers. We will continue to use the current administration block until funds allow us to be able to afford an upgraded administration block. Our budget is more likely to allow additional buildings in 2016, at the conclusion of our repayments to the bank.

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> <ul style="list-style-type: none"> This is an area that we have endeavoured to improve on since the second quarter. We have continued to manage our micro relationships with parents/caregivers through regular phone contact by each whānau teacher. We held an NCEA and the Whānau workshop followed by a whole day of parent teacher interviews in August. In future parent teacher interviews will be held in Terms 1 & 3 annually. Parents were posted student achievement reports at the end of the Second Quarter in readiness for parent teacher interviews in the third quarter. We communicate with parents via regular monthly newsletters which are

	<p>also available on our school website.</p> <ul style="list-style-type: none"> • Our social worker visits parents/caregivers who have difficulties with transport and/or do not have internet access. We phone parents on a daily basis if students are absent from school. We have had at least one hui a whānau per quarter to involve parents in the organization of our kura. We have 2 parents on the discipline committee. • Parents have also made suggestions about feeding students and providing a bus monitor to ensure bus safety. The school has found ways to respond to both of those requests.
--	---

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		
Kamo High School	Exam centre	Four all external NCEA exam.s
Papataiao – National Trade Academy	Project Possum and the Project Fencing.	16 hours per term.
Moana Futures	Coast Guard/Day Skipper and Project Mana Moana	Four hours per week
Te Aho o Te Kura Pounamu	Dual enrolment for Correspondence programmes	One option line within the timetable.
COMMUNITY ORGANISATIONS AND GROUPS		
Ngatiwai Trust Board	Use of meeting rooms for kura, hui-a-whānau and trustee meetings.	Approximately three hours per week.
Te Uri o Hiki Hiki	Local kaumatua and kuia support our kura in powhiri whakatau and input into local tikanga and Māori curriculum.	Hours vary week to week.
Ngati Hine Health Trust	Waka Oranga Programme.	Two hours per week.
The Farm	Contracted services to provide the motorbike and equine programmes within our special option lines.	Three hours per week.
Oneill Surf Academy	Delivery of the Surf Programme.	Two hours per week.
Mountains to the Sea Conservation Trust	Experiencing Marine Reserves Apprenticeship with one senior student as follow on from the whole school programme in Term 2.	18 hours per term.

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 New Zealand Herald and the Northern Advocate</i>	Re-structure of the school Roll drop at the school	http://www.nzherald.co.nz/north-ern-advocate/news/article.cfm?c_id=1503450&objectid=11325511 .
	<i>Māori TV</i>	The recent attacks on Partnership Schools, particularly our kura are politically driven.	http://www.maoritelevision.com/news/regional/whangaruru-principal-says-recent-attacks-charter-schools-politically-driven
	<i>ONE News</i>		http://tvnz.co.nz/national-news/charter-school-plagued-problems-start-6076300
	<i>NZ First – Tracey Martin</i>		www.nzfirst.org.nz/news/close-whangaruru-charter-school-now
	<i>Radio New Zealand News</i>	Charter school a waste of money (union)	www.radionz.co.nz (key word: whangaruru)
	Comment: The negative politically driven stories mentioned above had a devastating effect on the students, staff and whānau within our kura. Particularly since most of the stories were in relation to issues that occurred as teething problems in the first few weeks of our start up. Systems and staffing have since been put in place to address said issues. The negative media will be replaced by us with positive stories that are occurring within our kura.		

5.4 Complaints and the Independent Review Process (IRP)

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

5.5 Operational Policies and Health and Safety

5.5.1	<p>Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.</p> <ul style="list-style-type: none"> • <i>This question only refers to the policies related to ensuring a safe physical and emotional environment for Students. You do not need to refer to any policies outside of this scope e.g. curriculum, human resources, property etc.</i> • <i>Any policies that have been amended by the Sponsor should be formatted into <u>one document</u>, clearly labelled as an Appendix. Please do not attach separate documents for each policy.</i> • <i>Please include a list of policies below that remain the same. You do not need to provide copies of each individual policy if there have been no amendments.</i>
	<p>Response:</p> <p><i>Policies that have been amended and are attached to this document as an Appendix:</i></p> <ul style="list-style-type: none"> • None of our Health and Safety policies have been amended and/or ratified in quarter three. <p><i>List of policies that have not been amended:</i></p> <ul style="list-style-type: none"> • Harassment Prevention Policy. • Privacy Policy. • Human Rights Policy. • Security and Access Policy. • Health and Safety Policy. • Smoke Free and Alcohol Free Environments. • Quality and Risk Management Systems. • Complaints Policy. • Information and Communication Technology (ICT). • Education outside the Classroom (EOTC) Policy.

6. RISKS AND ISSUES

See Appendix 3: 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.
	<p>Response:</p>

6.2 Issues

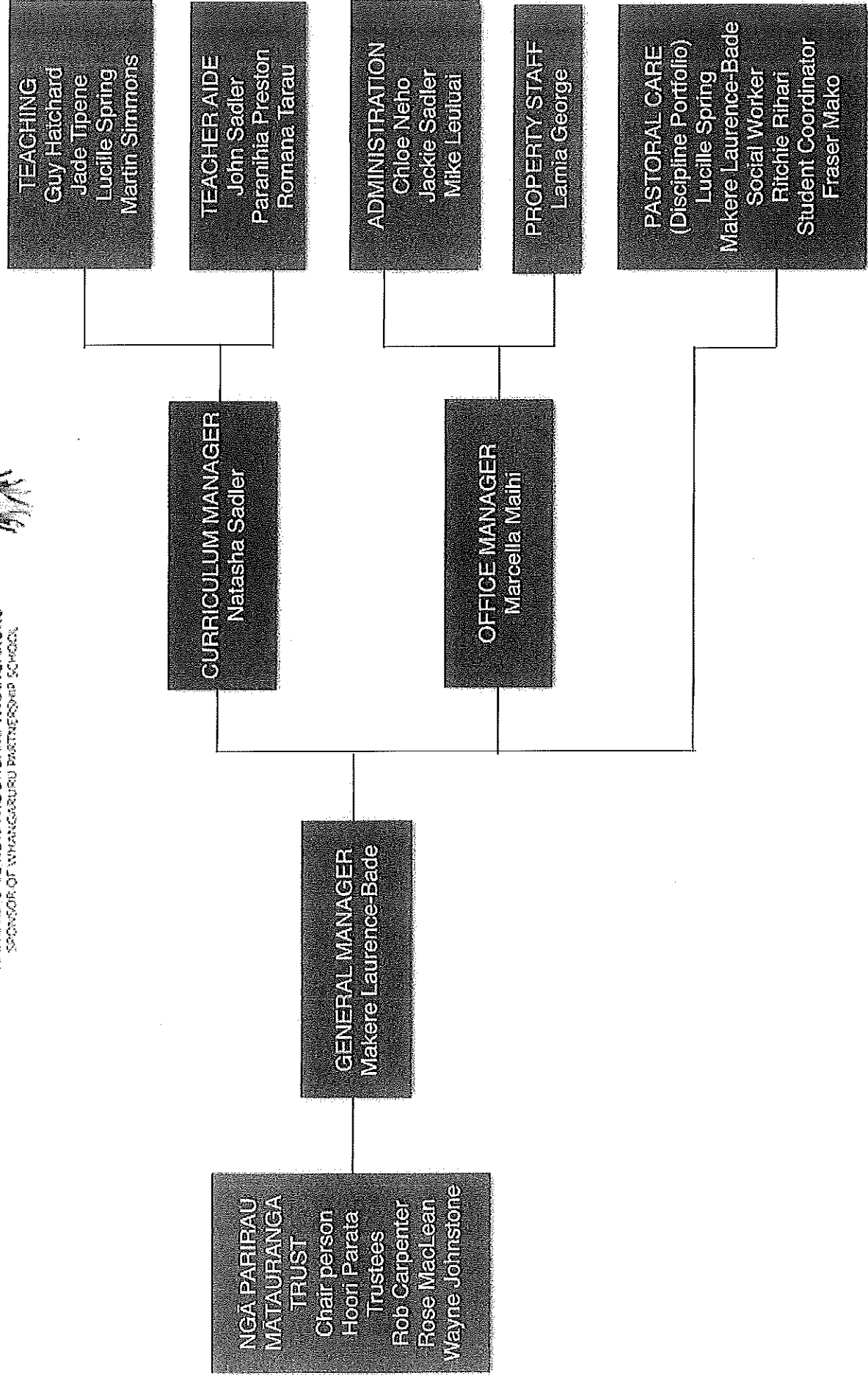
6.2.1	<p>Please detail any issues in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• Definition: An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.• There is no uncertainty or probability aspect associated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

NGĀ PARIRAU MĀTAURANGA TRUST

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



Appendix 1



Te Kura Hourua ki Whangaruru **Financial Performance Quarterly Reporting**

Appendix 2

Quarter 3 - 1 July to 30 September 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	310,625.00	376,586.00	374,941.00		1,062,152.00
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	1.33	1.13	1.15		
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.39	0.36	0.32		
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	62	54	46		
Financial Statements Attached	Yes	Yes	Yes		

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

Certification

I certify that Te Kura Hourua ki Whangaruru is solvent and will remain solvent.

Signed

Name: Natasha Sadler

Date: 31 October 2014

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

REDACTED

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

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	Ongoing (Q2)	Health and Safety	Access may be prevented to the school during severe rainfalls due to the school's rural location. This could impact on student attendance particularly during the winter months.	Sponsor		Design and implement a sound civil defence protocol which will include the school community, wider community and district council.	Medium	Likely		End of Q2	Nil

6.2 Issues Register

#	Identifying the Issue				Analysing the Issue			Evaluating the Issue		Support from the Ministry	
Risk No.	Date Raised	Issue Type	Issue Description (1-2 lines)	Raised By	Status of Issue	Owner of the issue	Issue Level	Issue Rating	Activity History and Resolution (incl. closure date)	Date of Review	Please detail any support you require from the Ministry to manage the issue.
1	Ongoing	Capability / Capacity	We require an increase in the shared knowledge and understanding of our vision, strategic plan, curriculum (development and implementation).	Sponsor	Accepted	Sponsor	Possible	Medium	We have sought support from an external education provider to assist both the Sponsor and teaching staff develop a plan to address the issue.	End of Q2	Nil
2	21/07/2014	Strategic	Drop in student roll at the school.	Sponsor	Open	Sponsor	Possible	High	We will use social media and issue positive media releases as part of our recruitment strategy for 2015. Higher expectations of trustees, staff, students and community are also needed. We will listen to students regarding improvements required at the school (e.g. purchasing more sports equipment for use during the lunch breaks). We will organise a hui-ā-whānau to canvas ideas from parents and the wider community for ways in which we can maintain and grow the student roll.	10/09/14	Support regarding making appropriate media responses.
3	21/07/14	Health and Safety	The need to co-construct and implement a High Expectations Plan for students plus a more robust pastoral care system.	Sponsor	Open	Sponsor	Possible	High	Templates from other schools have been useful as a starting point. Three senior teachers have led the development of the HEP. One senior teacher took a lead role and ensured that all staff, the student council and parents were given the opportunity to input into the HEP. The next steps are to ensure that the Curriculum Manager follows a process of working with staff to develop and implement the High Expectations Plan.	26/09/14	Support has been received from RTLBs.

