



**MINISTRY OF EDUCATION**

*Te Tāhuhu o te Mātauranga*

**Te Pūmanawa o te Wairua**

**PARTNERSHIP SCHOOLS KURA | HOURUA**

**QUARTERLY REPORT – 3<sup>rd</sup> QUARTER**

**For the period 1 July to 30 September 2015**

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## 1. BASIC INFORMATION ABOUT THE SCHOOL

### 1.1 Basic Information

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

Name of School	Te Pūmanawa O Te Wairua
Year Levels	9 - 14
Quarter 2 Enrolment Count	39 (Q 2). 36 (Q 3)
School Address – Physical	3527 Russell Road, RD4 Hikurangi 0184
School Address – Postal	As above
Website Address	<a href="http://tkhkwhangaruru.ac.nz">tkhkwhangaruru.ac.nz</a>
Name of Key Contact	Chris Saunders
Key Contact email address	
Key Contact phone number	
Name of School Leader/person responsible for teaching and learning	Chris Saunders, Education Director (details above) s 9(2)(a) OIA Curriculum Manager
School Leader/Principal email address	
School Leader/Principal phone number	

### 1.2 Organisational Structure

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.

Consider the following questions:

- How have you managed roles and responsibilities between Sponsor, governance and management? Have there been any challenges?
- What measures are in place to ensure effective oversight of the Board and school?

Response:

See Appendix 1: Organisational Structure. Since the Q2 report the following changes have been made:

#### Nga Parirau Matauranga Trust

- New trustees are Brandon Edwards and the Minister appointed Trustee, Karen Sewell
- Dee-Ann Brown is the new Chairperson.

#### Te Pūmanawa o te Wairua

A restructure was implemented at the beginning of Q3 which included:

- The redundancy of two administration staff - effective 17 December 2015.
- The redundancy of the administrator support person - effective 25 September 2015.
- Appointment of a 0.4 Education Director.
- Appointment of a 0.5 Curriculum Manager.
- Appointment of a 0.6 Executive Officer.

## 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

#### Response:

There has been a restructure of the Kura as per Appendix 1. This re-structure has resulted in the disestablishment of three administrative positions. The affected staff members will depart on 17 December 2015.

There have been changes in our teaching staff resulting in all our teaching staff now at some form of registration (from full registration to a holder of a LAT). This has significantly increased our curriculum time taught by a registered teacher to 75% (the standard being 79%).

In terms of student achievement this quarter, we had two students achieve NCEA Level 1; one student achieve NCEA Level 2 and one student achieve NCEA Level 3. A total of 799 credits were achieved by students during the 3<sup>rd</sup> Quarter. We have also engaged the Ngatiwai Education Unit to conduct Whānau Education Plans with our students and their whānau. These plans (and planning sessions) were well received by whānau.

Our school finances are on track and we have engaged BDO (Whangarei) to assist us in managing and reporting our finances.

This quarter we also ended our relationship with two external providers. One provider was unable to provide a structured program for our students and another provider had issues with Police Vetting. As our systems have improved, we are finding these loop holes and acting accordingly to address them. We have engaged a Paddle Boarding program to provide students with their activity for three hours per week.

Professional Development has occurred this quarter with training in e-AsTTLe, NZQA, and Non Violent Crisis Intervention training. The local Police also came in and presented an Anti Bullying Program to all students and staff.

The risk of closure is significant for the school, with a pending audit in October and the Minister's final decision on the future of the kura due prior to the end of the academic year. An associated risk is the upgrade of our administration block. Again, proceeding with the financial commitment in addressing this upgrade through the current options before the trust will depend on the school remaining open going forward.

We have had an increase in local students attending the kura (35% in Q2) to 41% (n=15) in Q3. Our roll for Quarter 3 ended with a total of 36 students.

### 3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met	Not Met	N/A
		✓	✓	✓
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	✓		
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	✓		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	✓		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	✓		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	✓		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	✓		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	✓		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	✓		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	✓		
16.1(j)	any transport required is provided as described in Schedule 3;	✓		
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	✓		
16.1(l)	the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	✓		
16.1(m)	the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;		✓	
16.1(n)	the Sponsor has 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 this Agreement;	✓		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	✓		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	✓		
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;			

<b>3.1 Compliance with Minimum Requirements</b>				
<b>Clause</b>	<b>Requirement</b>	<b>Met</b> ✓	<b>Not Met</b> ✓	<b>N/A</b> ✓
<b>16.1(r)</b>	<i>the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;</i>		✓	
<b>16.1(s)</b>	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>		✓	
<b>16.1(t)</b>	<i>the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.</i>		✓	

Please identify in the table below if there have been any Minimum Requirements that have not been met during the last quarter. Insert more rows as necessary.

<b>3.2 Non Compliance with Minimum Requirements</b>			
<b>Clause</b>	<b>Requirement</b>	<b>Reason</b>	<b>Remedy</b>
<b>16.1 (m)</b>	79% curriculum time to be taught by registered teachers or holders of a LAT	75% - only 4% below the standard	Future employment of registered staff.
<b>16.1 (r)</b>	Produce an Annual Report for Public viewing and distribution	Trustees were not confident that the information contained in the 2014 Annual Report was robust / truthful. The lead writer of the annual report was restructured out of the school in April 2015.	Ensure that a 2015 Annual Report is published in 2016.
<b>16.1 (s)</b>	Audited accounts are provided	These were not furnished for the 2014 financial year. However the audited accounts for 2014 are now final and are due to be signed out by BDO and the Trust on Thursday 12 November 2015.	The Sponsor submitted these to the Ministry of Education on 13 November 2015. We will ensure a financial audit is conducted for the 2015 financial year within the timeframe.
<b>16.1(t)</b>	Quarterly Reports to be submitted by 30 April, 31 July and 31 October each year. Annual Reports to be submitted by 31 <sup>st</sup> January	The 3 <sup>rd</sup> Quarterly Report was submitted late in response to clarification need on some financial detail and time for the trustees to review this material.	The process of careful review by trustees will be factored into timelines going forward

### 3.3 Sponsors Declaration

I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.

s 9(2)(a) OIA

Wayne M Johnstone



2 November 2015

*Insert Name (Title)*

*Signature (electronic)*

*Date*

## 4. PERFORMANCE MANAGEMENT FRAMEWORK

### 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.

The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Student Engagement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below. **Note, where there is some overlap between your Objectives and the Performance Standards please complete the relevant Performance Standard section below.**  
There is no need to repeat information in the Objectives section; instead please direct the reader to the appropriate section.

4.1.1 Objective 1: Participation			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Students will experience learning success through a safe and authentic land and water curriculum (Goal 3)	Utilize local industry specialists through "The Farm" and "Moana Futures"	MET	NOT APPLICABLE
	Learning programmes delivered by Papa Taiao, Supbro and O'Neill Surf Academy NZ	NOT APPLICABLE	MET
Comments			
The Farm and Moana Futures are no longer engaged by the school to deliver their programs. The reason for this decision to terminate our involvement with these two providers is based on the inability of one to develop a structured program for our students and issues around police vetting for the other provider.			
Papa Taiao term 3 Wai Restoration programmes engage senior students in Fencing, Nurseries and Education For Sustainability. The programmes offer level 1, 2 and 3 credits in Achievement and Unit Standards towards NCEA. The O'Neill Surfing Academy programme engages junior and senior students in a surfing programme based at local Elliott's Beach. Learning is assessed against Physical Education Achievement Standards, by our teacher with PE teaching experience. SUPBRO engages junior and senior students in a Paddle-Boarding programme – NZ's fastest growing outdoor family sport. Learning in this activity is also assessed against Physical Education Achievement Standards, by our teacher with PE teaching experience. All programme providers have safety procedures and risk management protocols included within their programme documentation.			

4.1.2 Objective 2: Engagement			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Students will experience learning success upon entry, during and upon exiting from our Kura (Goal 5)	Students PLPs have been revamped to more fully explore academic achievement goals	MET	MET
	Student's prior school records are accessed and baseline measures are taken into account to enhance a program of learning while at the school and continued learning upon exit	NOT APPLICABLE	MET
Comments			
Personal Learning Plans (PLPs) have evolved to now include Whanau Education Action Plans (WEAPs). The WEAPs are a Ministry of Education initiative to help students, along with their whanau, develop and set goals based on student aspiration.			
The calibre of students enrolled at the Kura situates learning success measurement in various forms, including student achievement, student attendance and conforming to expected student behaviour. We work on all these combinations to bring about student success and hope that these attributes carry with them upon exiting the kura. Some students have aspirations for a defined pathway upon exiting, and we support them where possible.			
In term 3, every student in the school achieved some credits toward NCEA. The 21 students in the Paddle-Boarding programme reported great personal pride and success in moving from a 'sitting on knees' position to a 'standing' position. 8 senior students participated in a 3 day Automotives Workshop at Northtec – every student is expected to achieve a minimum of 2 of the 8 credits offered. A Year 9 student transferred to another school in term 3, he exited this kura with 14 credits accumulated through Dance, Science and AgHort.			
Student behaviour toward respecting each other has increased. We continue to translate these gains into respecting school property, which is taking longer and requires a continued effort by all concerned. In term 3 the Well-Being survey was conducted. Of the 22 students			
Develop a culture of respect embraced by	Expectations around student behaviour are	MET	MET

4.1.2 Objective 2: Engagement			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Goal 7: A supportive whānau. Staff, students and whānau relationships are improving (Goal 7)	clear to all students and mirrored by staff		
			Comments surveyed on the day, 64% of students said that "students treat each other with respect", 64% of students also said that "students treat teachers with respect", 91% of students said "I always feel safe when I am going to or from school", 95% of students said "Behaviours like hitting or bullying ARE NOT okay", and 95% of students said "My parents, family and whānau always feel welcome at school". We also had local Police in to deliver their Anti Bullying program to the entire school.

4.1.3 Objective 3: Retention and Recruitment			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Goal 8: Develop a culture of self review and provide high quality character building teaching to ensure student engagement, retention and achievement (Goal 8)	Contracted for 40 students  Retention is supported by student attendance. Our GMR is 40.	PROGRESSING TOWARDS	PROGRESSING TOWARDS
			Comments Self review continues to be advocated toward a position of normalisation. We continue to work on this being factored as a natural part of teaching staff, and indeed, all staff. That is, staff are to increase their capacity to take responsibility for their respective areas. We also encourage parents and care givers to do the same in regard to their student's attendance. Student retention has stabilised, however we have not actively formulated a recruitment plan at this stage due in large to the continued uncertain future of the kura (ie the pending October Audit) 36 students at the end of Quarter 3. At the end of term 3 the newly appointed teacher of Science departed following the lapse of his teacher registration. A fully registered, qualified and experienced Science teacher was appointed to commence on 28 <sup>th</sup> September. Appraisals of teaching staff began at the end of term 3, conducted by the Education Director.

4.1.4 Objective 4: Student Achievement			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Goal 5: Students will experience learning success in the 3 levels of NCEA (Goal 5)	85% success	PROGRESSING TOWARDS	PROGRESSING TOWARDS
			Comments In term 3: 2 students achieved NCEA Level 1; 1 student achieved NCEA Level 2 and 1 student achieved NCEA Level 3. For Q3 we also had a total of 799 credits achieved.

## 4.2 Student Achievement

### 4.2.1 Teaching, Learning and Student Achievement

*Please provide commentary on the following questions*

- *How is learning time maximised for students?*
- *What focus is placed on student achievement and how?*

**Response:**

Student learning time is organised in a way that affords each student 1360 minutes of contact time with subject teachers, in small classes (the biggest class being Y12/13 combined with 12). Small group teaching and one-to-one situations occur regularly and frequently. Teacher aides are employed to assist teachers to provide varying programmes that enable inclusiveness and learner success for each learner. Student achievement is promoted as the goal for all students, and every opportunity is taken to acknowledge any and every achievement made – from attendance to credit accumulation to attainment at excellence level. Student Achievements are publicised through the Student Notices, via texts home, emails home and in assemblies.

### 4.2.2 Feedback to students and measuring progress

*Please provide commentary on the following questions*

- *How do you provide feedback to students on their learning and progress?*
- *How do you monitor and evidence student performance?*
- *How do you measure progress in achieving the learning goals?*

**Response:**

- Teachers have been instructed and guidance provided, to regularly discuss student progress with each student, including feeding back promptly to them about performance in NCEA assessments. Whānau time (Pastoral Care time) is held every morning and presents an opportunity for one-to-one kōrero about progress both academically and socially.
- Student performance is monitored by teachers, at Management level via KAMAR, and by the student who has been assisted to set up their Learner's Login at NZQA. Student examples of performance at the varying levels in 2015 will be copied and maintained as benchmarks for 2016 performance.
- Student individual learning goals are identified within their Individual Education Plans and the plans are reviewed regularly between whānau teachers and their respective whānau students. Any issues are identified within this process and notifications made to any pertinent staff regarding follow-up needed.

#### 4.2.3 Purposeful teaching

*Please provide commentary on the following questions*

- *How efficient are teachers?*
- *How are lessons structured to ensure clarity of purpose?*
- *How have teachers adapted their teaching practices to suit individual learner needs?*

**Response:**

- One of our teaching staff is an untrained teacher who has learnt a lot since commencing a teaching position here, however, would benefit greatly from a structured and rigorous teacher training programme.
- Unit planning at each year level is provided prior to term commencement. All planning falls out of the Achievement Objectives and Key Competencies to arrive at the Learning Intentions that teachers have identified to impart quality learning to their learners. WALTs are well-known to students to enable them to understand what learning is expected to occur for them each period.
- Despite small class sizes, the range of learner ability and confidence is vast. Learner programmes have been tailored throughout each subject to suit the needs of the learner. (eg: 1 year 12 female with cerebral palsy = ability to 'buy in' to the same class work as others OR focus on development in the key competencies via the SPEC Headwork Modules which she is assisted with, by a teacher aide, in the same classroom; 1 year 10 male is unable to manage a full day's academic programme in a traditional setting therefore has an individual programme consisting of on-site and off-site educational components). Individual teaching practices are continually developing as per the successes that teachers share with one another (eg: small voice vs. big voice; talking at eye level; student 'x' always likes to be at the back; short tasks vs. long tasks; learners don't always appreciate an enquiry model).

#### 4.2.4 The school as a learning organisation

*Please provide commentary on the following questions*

- *What evidence is there of school-based staff development?*
- *What evidence is there that decision making is based on data-driven results?*
- *How is staff development focussed on student achievement?*
- *How do school resources support positive student achievement outcomes?*
- *What evidence is there of teachers and students finding innovative ways of learning?*

**Response:**

- In term 3, staff participated in the Non-Violent Crisis Intervention training with MoE, an E-asTTle training workshop with Evaluation Associates, and our first NZQA Managing National Assessment Review. Regular meetings for Curriculum and SMT occur weekly, and there is a bi-weekly meeting of the Sencom group, who includes the local RTLb.
- Staff competence and confidence in evaluating data and utilising results to drive learning is improving. Student achievement of standards offered provides solid evidence of areas that require further teaching, extra teaching or a varied teaching approach.
- All staff development is focussed on student achievement. The focus in term 3 was specific to improving staff competence in data evaluation.
- Global access via IT ensures we are well-resourced technologically.
- Students are particularly excited by hands-on learning experiments and outdoor activities – both of these are well utilised across all curriculum areas.

### 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.

#### 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 Unjustified Absences

**Metric: Measured through attendance data provided to the Ministry.**

Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0.028 multiplied by the number of Students multiplied by the number of days the School is open	BASELINE: $0.028 \times 39 \times 41$ =  ACTUAL: = 103 days  228.89% of the Performance Standard	BASELINE: $0.028 \times 36 \times 49$ =  ACTUAL: = 138 days  281.63% of the Performance Standard	The MoE attached template to work out the stated percentages is attached. The percentage of the Standard Achieved is stated.

#### 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 Stand downs

**Metric: Measured through information provided to the Ministry.**

Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
2.1 days per year per 100 Students	18 days (6 students, 3 days each)	0	

#### SUSPENSIONS

**Definition:** Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to lift the suspension without conditions, lift the suspension with reasonable conditions, extend the suspension with reasonable conditions for a reasonable period or exclude or expel the student.

#### 4.3.3 Suspensions

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0.42 days per year per 100 Students	0	1 student	We had 1 student suspended on the 1 <sup>st</sup> September, 2015, and progressed to the trustees for a decision as to his future at the kura. The grounds for suspension were <i>continual disobedience</i> . The trustees met with all parties involved and elected to let the student remain at the kura with an implementation plan to address his needs.

#### 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 Exclusion (for students under the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0.15 days per year per 100 Students	0	0	

#### EXPULSIONS

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

#### 4.3.5 Expulsions (for students over the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0	0	0	

#### 4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section 2.3 of *Schedule 6: Performance Management System* of your Agreement.

See Appendix 2: Financial Performance

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (%)	Current Quarter 3 (%)	Comments
2-5%			

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

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
2:1	2.98:1	1.08:1	<p>In the Q2 report, we advised a Working Capital Ratio of 0.40:1. This figure has been reviewed and an updated figure for Q2 has been supplied in the 'Previous Quarter 2' field. This replaces previously supplied information.</p> <p>In the Q2 report, we also advised a change to the Working Capital Ratio that had been reported for Quarter 1. This figure has been reviewed further and amended to 0.98:1. This replaces previously supplied information.</p>

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
0.5:1	0:1	0:1	<p>In the Q2 report, we advised a Debt Equity Ratio of 0.03:1. This figure has been reviewed and an updated figure for Q2 has been supplied in the 'Previous Quarter 2' field. This replaces previously supplied information.</p> <p>We have also updated the Debt Equity Ratio for Quarter 1. This figure has been reviewed and amended to 0.02:1. This replaces previously supplied information.</p>

4.4.4 Operating Cash			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (\$)	Current Quarter 3 (\$)	Comments
Positive cash flow forecast = actual	Forecast: [REDACTED]	Forecast: [REDACTED]	[REDACTED]
	Cash Surplus [REDACTED]	Cash surplus [REDACTED]	<p>These figures have been reviewed and updated figures for Q2 have been supplied in the 'Previous Quarter 2' field. This replaces previously supplied information.</p> <p>We have also updated the figures for Quarter 1. The operating cash per forecast [REDACTED]</p> <p>This replaces previously supplied information.</p>

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (#)	Current Quarter 3 (#)	Comments
40	39	36	

#### 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.

4.5.1 Enrolment of priority learner groups			
Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.			
Performance Standard	Previous Quarter 2 Roll	Current Quarter 3 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	39	36	100%
Comments (if any):			

4.5.2 Student Enrolments
Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
Response: 54% Whangarei  41% Local in the Whangaruru area  5% Kawakawa/ Towai

## 5. OPERATIONAL MANAGEMENT

### 5.1 Property

*Please provide information on your school property. Consider the following topics in your response:*

- *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*

**Response:**

We have not undertaken any property renovations this quarter, nor do we plan to for the remainder of the 2015 calendar year.

We did re-metal our driveway during this quarter.

Our water supply was almost depleted on day one of this term (rain water in our tanks), due to a toilet continually flushing all term two school holidays. This potentially was a health and safety issue, however we had water trucked in.

### 5.2.1 The parents, family, whānau, iwi and community engagement plan

*Please provide some information on the implementation of your parents, family, whānau, iwi and community engagement plan. Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:*

- *How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?*
- *How effectively does the school consult with parents, family, whānau, iwi and the community?*
- *How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?*
- *How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?*
- *How well does the school communicate key information to parents, family, whānau, iwi and the community?*
- *How effective does the school report to parents, family, whānau, iwi and the community?*
- *To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?*
- *How well does the school engage with families of priority learner groups including Māori, Pasifika, students from low socio economic backgrounds and students with special education needs?*

#### **Response:**

This quarter we held parent teacher evenings (during the week of 24<sup>th</sup> - 27<sup>th</sup> August) to discuss student's progress and achievement. A total of 28 parent/ caregivers attended these interviews.

These interview sessions were also coupled with interviews with whānau on their *Whānau Education Action Plans*. These interviews were carried out by members of the Ngatiwai Education Unit and detailed whānau and student aspirations for education achievement and pathways going forward. These plans received a positive reception from whānau. Those students/ parents who did not attend the parent teacher interviews were followed up in their homes by the Ngatiwai Education Unit members. Ngatiwai were contracted by the Ministry of Education to deliver this service, for a number of schools in the area.

We have a Facebook page that is updated regularly.

### 5.2.2 Community and educational partnerships

*Please 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.
<b>EDUCATIONAL ORGANISATIONS</b>		
<b>NorthTec</b>		Automotive Course
<b>Papa Taio</b>	MoU	Senior students , 8 hours per week (fencing, opossum trapping, waterway retention)
<b>ONeil Surfing Academy</b>	MoU	Learning to surf, 4 hours per week

<b>Sup Bro Paddle Boarding</b>	MoA	21 students are paddle boarding 3 hours per week and being assessed under two physical activity standards
<b>Ngatiwai Education Team</b>	Iwi education support	Whānau Education Action Plan delivery
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
<b>Te Roopu Kimiora, Child and Adolescent Health</b>	By way of referral	Suicide Prevention support for students
<b>Rubicon Alcohol and Drug services</b>	By way of referral	Alcohol and Drug services for schools
<b>Northland DHB</b>	Public Health Nurse - weekly consultations at the Kura	Public Health support for students
<b>NZ Police</b>	Programme delivery	Anti-Bullying, Keeping Ourselves Safe facilitation

### 5.3 Media

**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>
Nil		

### 5.4 Official Complaints received by the Sponsor

**Describe any official complaints (written) received by the Sponsor in the table below.**

- List one entry per complaint.
- This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved.
- Do not attach copies of complaints or your response(s) to complainants.
- If no complaints have been received, please state this clearly.

COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
Nil		

### 5.5 Challenges received under the Independent Review Framework (IRF)

*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.*

- Please refer to Schedule 8: Independent Review Process Framework (IRP) of your Agreement.
- List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.
- This summary should describe each challenge in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each challenge has been resolved under the IRP.
- Do not attach copies of challenges under the IRP or your response(s) to complainants.
- If no challenges have been received, please state this clearly below

COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
Nil		

### 5.6 Policies for ensuring a safe physical and emotional environment for Students

*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.*

Response:

Nil

## 6. RISKS AND ISSUES

Please complete the Appendix for this section. Please summarise any risks and issues in the box(es) below. If no risks or issues have been identified, please note this below. You do not need to provide an Appendix if no risks or issues have been identified.

See Appendix 3: Risks and Issues Register

### 6.1 Risks

Please provide a summary of any risks identified that may affect the operation of the school.

- A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.
- 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.
- Note, the event has not happened yet but there is a chance it could occur.

Response:

As per in attachment. Risk is unchanged from Q2 Report – that is the closure of the kura.

### 6.2 Issues

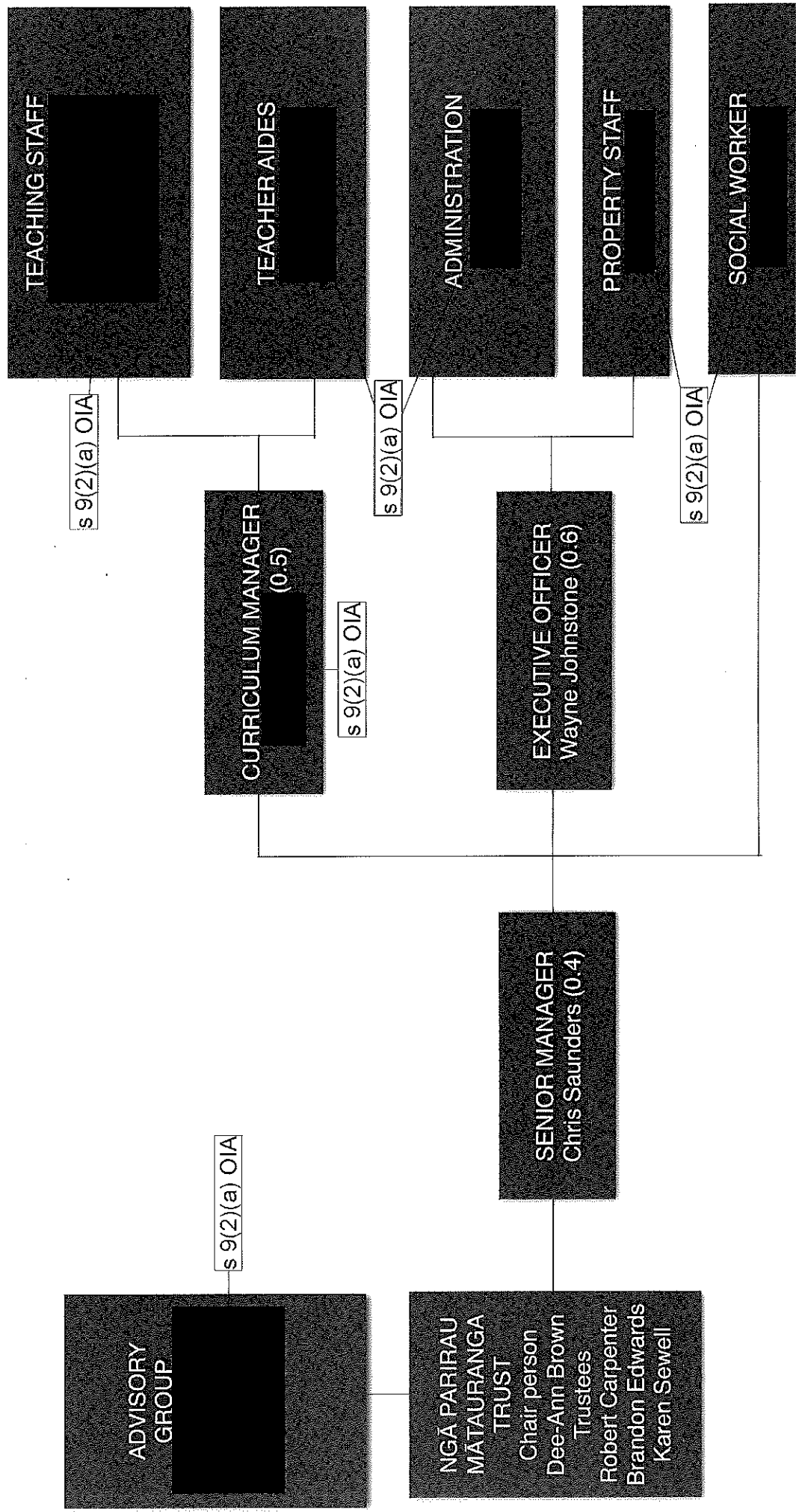
Please provide a summary of any issues identified that are currently affecting the operation of the school.

- 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

Response:

Nil.

# Appendix 1



6.1 Risk Register

A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.

Assess Risk				Evaluate Risk			Monitor Risk			Support from the Ministry	
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Risk Status	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating	Risk Level	Comments and Updates	Date of Review
001	2015	School closure	If the school closes following the October 2015 Audit	Te Maturanga Trust	Active	Trust is seeking to address all Deloitte Audit Report findings	All points identified in the Deloitte Report	7/10	High	Address this Risk is well under way	Weekly reviews against Remedial Action Plan February 2016
002	2015	Health and Safety	The current administration block is unsuitable to work in.	Te Maturanga Trust	Active	The Deloitte report in May, 2015 raised the stated issue	A new administration block	4/10	Medium	We acknowledge the administration block needs attention and we have had a number of quotes pertaining to 3 options (secure a port a con, a total / rebuild and the third option being the use of existing local defunct school buildings). Until a decision is made on the kura's future, we are not in a position to commit financially to any improvements in this area	February 2016

6.2 Issues Register

An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.

Identifying the Issue				Analysing the Issue			Evaluating the Issue			Support from the Ministry	
Issue No.	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.	Please detail any support you require from the Ministry to manage the issue. Please be specific.
001											
002											
003											

# Te Pumanawa o te Wairua

## Financial Performance Quarterly Reporting

Quarter 3 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	462,269	372,434	415,603		1,250,306
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	0.98:1	2.98:1	1.08:1		1.08:1
s 9(2)(b)(ii) OIA					
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.02:1	0:1	0:1		0.00:1
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	33	39	36		36
Financial Statements Attached					

Certification

I certify that the information provided is true and correct to the best of my knowledge and belief.

Wayne J.

25th November 2015