



**HE PUNA MARAMA**  
TRUST

**Te Kāpehu Whetū - Teina**

**PARTNERSHIP SCHOOLS KURA | HOURUA**

**QUARTERLY REPORT – 2<sup>nd</sup> QUARTER**

**For the period 1 April – 30 June 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 Kāpehu Whetū - Teina
Year Levels	0 - 6
Quarter 2 Enrolment Count	52
School Address – Physical	78 Tarewa Rd, Whangarei
School Address – Postal	Po Box 6020, Otaika, Whangarei, 0110
Website Address	www.tkw.ac.nz
Name of Key Contact	Raewyn Tipene
Key Contact email address	[REDACTED] s 9(2)(a) OIA
Key Contact phone number	09 4384228
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews
School Leader/Principal email address	n.matthews@mokonoz.co.nz
School Leader/Principal phone number	09 4384228

### 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:

The Pouhere has responsibility for the operation of the Kura. He coordinates and manages the teaching and learning, planning and logistics of the Kura operation. The CEO provides the broad vision and supports the implementation. The CEO and Pouhere work closely together to ensure the smooth running and development of the Kura. The Pouhere reports regularly to the CEO and provides quarterly reports for tabling to the Board. The daily operation of the Kura is led by the Pouwhakaako – Lead Teacher. She works with the Pouhere to develop and implement the learning programmes, systems and processes of the Kura.

## 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

**Consider the following:**

- *An evaluation of your overall performance for the last quarter.*
- *Outlining any organisational changes which have had a significant impact on the school.*
- *Outlining the successes the Sponsor has had. This could relate to targets in the Performance Management Framework or other milestones regarding property, whānau engagement etc.*
- *Outlining any of the Minimum Requirements which the Sponsor has not met or is not meeting.*
- *Outlining parts of the Performance Management Framework in which the Sponsor has been successful in meeting or exceeding.*
- *Any significant risks or issues.*

**Response:**

We have made a good start to our first year as a Kura. We have 3 fulltime pouako in place and a teacher aide. We have had two visits from ERO as part of the Readiness process and have received positive feedback from them. We have advertised for another pouako to keep pace with our roll growth.

We have met all of the minimum requirements of the Agreement around serious incidents, criminal activity, operation within the requirements of the Gazette Notice, staying within our maximum roll, accepting students, school hours, percentage of registered teachers and police vetting of staff. We are currently unable to meet our minimum roll requirement as we continue to move through the process of building but are confident of getting our facilities built and meeting the required school roll by the end of the year.

We have completed baseline data testing for all of our ākongā and have built learning programmes around the results for each individual ākongā. This data has been communicated to whānau as have the learning programmes.

We have worked hard to build the culture of our Kura and engage with our whānau. We have done this by:

- Holding individual pōwhiri for each new ākongā
- Senior ākongā attended Ngā Manu Kōrero
- Matariki celebration where we visited the Whangarei Observatory, Museum and Kiwi House
- Making sure all whānau have a whānau handbook that includes all of the procedural and systemic information such as the complaints policy
- Sending out a weekly pānuī that gives an update on events and the learning that has been going on. We also have a
- Creating Facebook page to highlight kura activity and to keep whānau informed.

Overall we are happy with our progress so far and confident of successfully meeting our obligations under the agreement.

### 3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

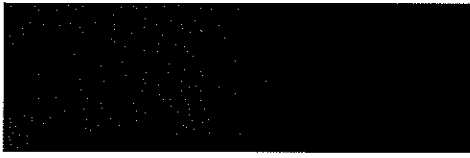
Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

<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>
		✓	✓	✓
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;	✓		
16.1(r)	the Sponsor reports to the public in accordance with clause			✓

<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>
	<i>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>
	<i>N/A</i>		

<b>3.3 Sponsors Declaration</b>		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
<i>Raewyn Tipene - CEO</i>		s 9(2)(a) OIA
<b>Print Name (position)</b>	<b>Signature (electronic)</b>	<b>Date</b>

## 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, 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 1	Current Quarter 2
Attendance	Consistent attendance at Kura	MET	MET

4.1.2 Objective 2: Engagement			
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2
See section 4.3 below as part of the Performance Standards reporting.			

4.1.3 Objective 3: Retention			
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2
Stability of Roll	Stable number of students enrolled at the Kura.	MET	Met
Meet minimum roll requirement	Number of students enrolled at the Kura.	PROGRESSING TOWARDS	Progressing Towards

4.1.4. Objective 4: Student Achievement			
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2
See section 4.2 below as part of the Performance Standards reporting.			

## 4.2 Student Achievement

### *See Appendix 1: Student Achievement Results*

*Please complete the Student Achievement template fully to record your Schools' qualitative student achievement results.*

#### **4.1.1 Academic Successes**

*Please comment on the successes the School has had since the beginning of the year.*

**Response:**

With an entirely new Kura cohort we have made really good progress in identifying the gaps our ākonga have in their foundation knowledge in reading, writing and maths. This has required a very specific approach to our teaching and learning and flexibility in our structure to ensure that we are best able to meet the needs of individual ākonga.

#### **4.1.2 Areas of particular strength**

*Please comment on the area(s) of particular strength which are delivering outcomes greater than intended.*

**Response:**

In the incorporation of te reo Māori and tikanga Māori into the curriculum and Kura life generally is a strength. We are currently offering at a higher level than what we are contracted for. This extends to our mixed use of National Standards and Ngā Whanaketanga to ensure we are using appropriate progress/achievement measures.

#### **4.1.3 Areas where opportunities exist for development**

*Please comment on areas where self or external identified opportunities exist for development.*

**Response:**

Given the results of our baseline data there are obvious opportunities in the core reading, writing and maths areas for development. Our ākonga have high needs in these areas.

#### **4.1.4 Plans (if any) to address areas of improvement**



***If 4.1.3 is applicable, please detail any plans to address areas of improvement.***

**Response:**

We have our ākonga divided into competency rather than age groupings for the core areas, reading, writing and maths to try and accelerate ākonga progress in these areas.

**4.1.5 Changes and enhancements to contracted curriculum and/or learning areas**

***Please comment on any changes or enhancements to your contracted curriculum framework and/or learning areas.***

**Response:**

N/A

**4.1.6 Context to Student Achievement Data**

***Please provide context to the Student Achievement data (Appendix) on your progress towards the student achievement metrics set out in the Agreement (Schedule 2, Annex A). Please comment on:***

- *Proportional movement from baseline by year level.*
- *Details around how this information is developed – teacher judgement, assessment tools (detailing the tools used), etc.*
- *The use of external educational providers.*
- *The use of external moderation etc.*

**Response:**

The data presented in the Student Achievement data appendix is our baseline data that we gather in Term 1. We have not formally retested yet, and plan to do so in term 3, therefore this is an indication of where are ākonga were when they began with us.

The ākonga in Years 0-3 are taught almost completely in te reo Māori therefore for those that have not been in an immersion environment before this will have an effect on their results. A key part of Ngā Whanaketanga is that it measures based on time in immersion so needs to be taken into account when interpreting the data.

We used the following tools to gather this data:

National Standards

Easstle

Ikan

Star

Numpa

Ngā Whanaketanga

Pūkete Pānui

Ngā Matatipu

Poutama Tau

He Manu Tuhituhi

### 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.*

<b>4.3.1 Unjustified Absences</b>			
<b>Metric: Measured through attendance data provided to the Ministry.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comments</b>
0. 028 multiplied by the number of Students multiplied by the number of days the School is open (14.6)	0	0	

#### 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.*

<b>4.3.2 Stand downs</b>			
<b>Metric: Measured through information provided to the Ministry.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comments</b>
0	0	0	

#### SUSPENSIONS

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

<b>4.3.3 Suspensions</b>			
<b>Metric: Measured through information provided to the Ministry.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comments</b>
0	0	0	

## EXCLUSIONS

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**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.

<b>4.3.3 Exclusion (for students under the age of 16)</b>			
<i>Metric: Measured through information provided to the Ministry.</i>			
<b>Performance Standard</b>	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comments</b>
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 1 (%)	Current Quarter 2 (%)	Comments
2 – 5%	[REDACTED]	[REDACTED]	Majority of the surplus is required to cover planned as yet unrealised expenditure in future periods.
	§ 9(2)(b)(ii) OIA		

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
2:1	10.88:1	6.29:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
0.5:1	14.54:1	13.07:1	

4.4.4 Operating Cash			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (\$)	Current Quarter 2 (\$)	Comments
Positive cash flow forecast = actual	[REDACTED]	[REDACTED]	§ 9(2)(b)(ii) OIA

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (#)	Current Quarter 2 (#)	Comments
Establishment Roll (65)	43	52	

#### 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.

<b>4.5.1 Enrolment of priority learner groups</b>			
<b>Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 1 Roll</b>	<b>Current Quarter 2 Roll</b>	<b>% of student roll that identifies with <u>at least one</u> of the priority learner groups</b>
75%	43	52	100%
<b>Comments (if any):</b>  All ākongā are Māori.			

<b>4.5.2 Student Enrolments</b>
<b>Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.</b>
<b>Response:</b> All of our current ākongā are from the Whangarei District Council catchment area.  100% Whangarei District Council

## 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:**

During Term 2 major work began on the permanent facilities for the Kura. This is the refurbishment of two prefabricated classrooms, the building of two new classrooms and an ablution block. This construction work will take all of Term 3 to complete.

This work is part of our long term property plan and will allow for our contracted roll growth over the upcoming years.

**5.2.1 The parents, family, whānau, iwi & 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:**

Through term 2 we have had a number of new ākongā and whānau join our Kura so a major focus has continued to be embedding whanaungatanga and manaakitanga among our ākongā and their whānau. We have also begun to implement the various parts of our Whānau Engagement Policy.

We have worked hard to ensure that our whānau are kept up to date on Kura events and activity and have the opportunity to participate. This has been done through the whanau handbook that includes all of the procedural and systemic information such as the complaints policy and a weekly pānui that gives an update on events and the learning that has been going on. We also have a Facebook page to highlight kura activity and to keep whanau informed of past and upcoming events. We have accessed and worked with the Ministry of Educations Special Education team (ORS), Ngāti Hine Hauora and the RTLB to help various whānau receive support.

We held hui whakapiki for all ākongā to report back on baseline data and related learning strategies. We also used this opportunity to consult with whānau on all areas of Kura operation. Formal written reports will be provided for all ākongā early in Term 3.

**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.*

<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved, approximate per month, resources involved etc.</i>
<b>EDUCATIONAL ORGANISATIONS</b>		
<i>Whangarei District Library</i>	<i>Book bus visits the Kura</i>	<i>Once a month</i>
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		



<b>Ngāti Hine Health Trust</b>	Providing support for ākonga with special learning needs	Ongoing
<b>New Zealand Police – School Community Officer</b>	Have met with Mario Kake and he has visited the Kura. Looking to develop a positive relationship between Kura, ākonga and the NZ Police.	As required
<b>Whangarei District Council</b>	Ongoing relationship for mutual support.	As required

### 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, YouTube.</i>
N/A		

### 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
N/A		

### 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
N/A		

### 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:**  
No Amendments

## 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:

Negative media exposure increases the risk of not being able to attract quality staff.

### 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:

N/A

## 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	Contents (Things already in place within the organisation)	Migration (Actions required)	Risk Rating	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
001	February 2015	Capability	Our ability to attract appropriate teaching staff.	Sponsor	Open	We use our networks to promote our Kura, advertise widely and frequently.		Likely	Moderate	This is ongoing for as given we are in a small town	End of Year	Continued support to mitigate negative publicity about Partnership Schools and with Teachers Unions.
002												
003												

## 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.	
001	January 2015	Capacity	Our buildings have not been completed yet.	Sponsor	Closed	High	We are currently in the process of getting consents with an aim to begin in June 2015 and completed by Term 4.	Work has begun on the buildings with an expected finish date of early Term 4.			
002											
003											

# Te Kapehu Whetu Teina

## Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	154,686	156,475			311,161
Total Expenditure for Quarter					
Operating Surplus	s 9(2)(b)(ii) OIA				
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	10.88	6.29			6.29
Total Liabilities					
Total Equity					
Debt Equity Ratio	14.54:1	13.07:1			13.07:1
Operating Cash per Forecast	s 9(2)(b)(ii) OIA				
Operating Cash at End of Quarter					
Enrolment at end of Quarter	40	52			52
Financial Statements Attached	/	/			

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

**Certification**

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

Signed \_\_\_\_\_

Name:

Date:

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	715
Name:	Te Kapehu Whetu - Teina

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	15	37.5%	16	40.0%	8	20.0%	1	2.5%	40
Māori	15	37.5%	16	40.0%	8	20.0%	1	2.5%	40
Pasifika									
Other									
Male	10	47.6%	7	33.3%	3	14.3%	1	4.8%	21
Female	5	26.3%	9	47.4%	5	26.3%	0		19

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									7
End of Year 2									8
End of Year 3									6
End of Year 4									4
End of Year 5									11
End of Year 6									4
End of Year 7									
End of Year 8									

s 9(2)(a) OIA

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	715
Name:	Te Kapehu Whetu - Teina

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	12	30.0%	12	30.0%	12	30.0%	4	10.0%	40
Māori	12	30.0%	12	30.0%	12	30.0%	4	10.0%	40
Pasifika									
Other									
Male	10	47.6%	6	28.6%	4	19.0%	1	4.8%	21
Female	2	10.5%	6	31.6%	8	42.1%	3	15.8%	19

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									6
End of Year 2									8
End of Year 3									7
End of Year 4									7
End of Year 5									8
End of Year 6									4
End of Year 7									
End of Year 8									

s 9(2)(a) OIA

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number: 715  
 Name: Te Kapehu Whetu - Teina

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	9	22.5%	19	47.5%	12	30.0%			40
Māori	9	22.5%	19	47.5%	12	30.0%			40
Pasifika									
Other									
Male	7	31.8%	11	50.0%	4	18.2%			22
Female	2	11.1%	8	44.4%	8	44.4%			18

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									6
End of Year 2									9
End of Year 3									6
End of Year 4									4
End of Year 5									11
End of Year 6									4
End of Year 7									
End of Year 8									

s 9(2)(a) OIA