



**MINISTRY OF EDUCATION**

*Te Tāhuhu o te Mātauranga*



**HE PUNA MARAMA**

TRUST

**Te Kura Hourua o Whangarei Terenga Paraoa**

**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.

<b>Name of School</b>	Te Kura Hourua o Whangarei Terenga Paraoa
<b>Year Levels</b>	Year 9 to Year 13
<b>Quarter 2 Enrolment Count</b>	75
<b>School Address – Physical</b>	185 Lower Dent Street, Whangarei
<b>School Address – Postal</b>	PO Box 6020, Otaika, Whangarei
<b>Website Address</b>	<a href="http://www.mokonkz.co.nz">www.mokonkz.co.nz</a>
<b>Name of Key Contact</b>	Raewyn Tipene
<b>Key Contact email address</b>	[REDACTED] s 9(2)(a) OIA
<b>Key Contact phone number</b>	09 4388422
<b>Name of School Leader/person responsible for teaching and learning</b>	Dr Nathan Matthews
<b>School Leader/Principal email address</b>	<a href="mailto:n.matthews@mokonkz.co.nz">n.matthews@mokonkz.co.nz</a>
<b>School Leader/Principal phone number</b>	09 4388422

### 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:

No changes to the Organisational Structure since last Quarterly Report.

## 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 had a strong focus on academic achievement this Quarter with our senior ākonga working towards the goals and targets in their personalised learning plans. In general we have made very good progress towards those ākonga achieving NCEA at their own respective level. After conducting baseline testing in literacy in Term 1 our junior ākonga have been working away in the literacy support programme to help accelerate their individual progress. We have also had a school wide focus on literacy in each individual subject area.

The addition of the school gymnasium has really added to our ability to provide sporting opportunities and ākonga use the gym throughout the day during break times. We are on track with our medium term property development plans.

We have met all of the minimum requirements of the Agreement around serious incidents, criminal activity, operation within the requirements of the Gazette Notice, staying within our maximum roll, accepting students, school hours, percentage of registered teachers and police vetting of staff.

We have continued to focus on communication with whānau through our weekly panui, an end of term celebration and a policy of contacting whānau directly if there are any issues or important information they need. We also now have a Kura Facebook page that we use to disseminate pertinent information about Kura events and activity.

We have participated in a number of cultural and community orientated activity during this first quarter:

- We had speakers in all 5 sections of the Te Tai Tokerau regional Ngā Manu Kōrero competition.
- We supported the opening of the Whangarei District Councils Matariki festival
- We supported the Mayor and mana whenua at the pōwhiri for the new CEO of the Whangarei District Council
- Our Kura band won the regional Rock Quest competition
- We had ākonga attend a 5 day agriculture course taught through Taratahi
- We had ākonga attend a 5 day beauty course taught through The Cut Above Academy
- Hui Whakapiki were held for all junior ākonga
- Reports were provided for all senior ākonga

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

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

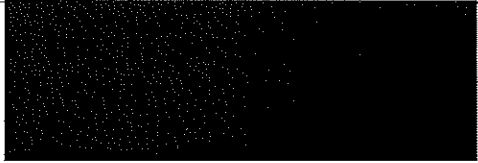
Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

<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	✓		

<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>Schedule 4;</i>	✓	✓	✓
<b>16.1(n)</b>	<i>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;</i>	✓		
<b>16.1(o)</b>	<i>the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;</i>	✓		
<b>16.1(p)</b>	<i>the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;</i>	✓		
<b>16.1(q)</b>	<i>the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;</i>	✓		
<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>
	N/A		

<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, 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 1	Current Quarter 2
Attendance	Consistent attendance at Kura	MET	MET
Comments We monitor attendance closely and contact whānau directly if there are any patterns of non-attendance or unjustified absences.			

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

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.	MET	MET
Comments One Junior ākonga and one Senior ākonga left to attend other local High Schools. Our minimum roll target was 70 and we began the year with 74 ākonga and finished Term 2 with 75.			

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.			
Comments			

## 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:

We have had a successful first half of the year with the majority of our Year 11-13 ākonga on track to complete their NCEA programme.

We have seen very good movement in literacy in our junior ākonga since the beginning of the year (baseline data)

### 4.1.2 Areas of particular strength

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

Response:

We are performing well across the board but at NCEA level we are having very good success in our core subjects Maths, Science and English.

Our success in junior literacy has also been very good relative to where our ākonga began at the beginning of the year.

### 4.1.3 Areas where opportunities exist for development

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

Response:

We have developed good relationships with external providers for specific programmes to enhance our offering and this continues to be an area that we have targeted for development. So far this year this has included programmes focussed on Māori Art, Agriculture and Beauty.

### 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 continue to communicate with Tertiary and PTE providers to see if programmes they offer align with the needs of our ākonga.



#### **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:**

We are constantly reviewing and reflecting on our curriculum to ensure that it is relevant and appropriate for ākonga. This includes integration across discipline boundaries and incorporating matauranga Māori where appropriate.

#### **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 Student Achievement data attached is drawn from the NCEA achievement of senior ākonga so far this year. It is only from Standards that they have sat within the Kura and have gone through our moderation processes. The various externally provided programmes are either still going or the marks have not yet been uploaded to NZQA from the external provider.

### 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  80.808 0.28x74x39	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>
1.55 days per year 2.1 days per 100 students	0	5 days (1 student)	We stood down one student for 5 days while we conducted an investigation into an incident and worked with whanau towards a resolution.

#### 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 1	Current Quarter 2	Comments
0.31 days per year 0.42 days per 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.*

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

Metric: Measured through information provided to the Ministry.

Performance Standard	Previous Quarter 1	Current Quarter 2	Comments
0.111 days per year 0.15 days 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 1	Current Quarter 2	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 1 (%)	Current Quarter 2 (%)	Comments
2-5%	█ § 9(2)(b)(ii) OIA	█	Majority of the surplus is required to cover planned as yet unrealised expenditure in the future periods.

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	█	█	
	§ 9(2)(b)(ii) OIA		

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	23.78:1	45.91:1	

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	█	█	§ 9(2)(a) OIA

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (#)	Current Quarter 2 (#)	Comments
70	74	75	

#### 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%	74	75	100%
<b>Comments (if any):</b>  All ākonga 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>  Whangarei District Council 76.32% Far North Regional Council 18.42% Kaipara District Council 2.63% Auckland city Council 2.63%

## 5. OPERATIONAL MANAGEMENT

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### 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:**

As reported last Quarter we have refurbished one of our existing buildings to serve as the Kura gymnasium. This now can accommodate netball, basketball, volleyball and badminton. We have not undertaken any significant renovations or site development since our last quarterly report. Our teaching and learning spaces are serving our purposes well and creating a very positive and flexible learning environment for our students. We have plans for a medium-long term development of our site in order to provide appropriate facilities for the growing number of students; we are currently on track with these plans.

### 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:**

We continue to build and develop our engagement strategies based on our whānau engagement policy. As a Māori organisation we have a number of well established relationships in our town and region we also have many personal and professional networks that allow us to engage the immediate kura whānau and the wider Whangarei and Māori communities. We have continued with the various forms of engagement strategy that we used in 2014.

#### **In Term 2 2015:**

- All whānau received the whānau handbook at the initial pōwhiri that outlines Kura policy, procedure etc.
- We held an end of term celebration to showcase ākonga achievements from the Term this also provided a formal and informal forum for whānau to feedback.
- Weekly panui where emailed, and provided in hardcopy if needed, to all whānau.
- We have a Kura facebook page that is regularly updated with information on Kura events and activity.
- All senior ākonga (Year 11-13) received a written Report at the end of Term.
- All junior (Year 9 & 10) ākonga had hui whakapiki with the pouako.

We consider our whānau at all times in terms of our decisions, whether it is the time we schedule hui, the cost of uniforms or the ways we communicate. This is a key part to our approach to education, engaging the whole whānau.

We have progressed our whānau engagement policy across all of our agreed areas and will continue to strengthen and develop these further.

### 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, approx hours per month, resources involved etc.</i>
<b>EDUCATIONAL ORGANISATIONS</b>		
<b>NorthTec</b>	By contract provide tertiary education. Through STAR access specific training.	Ongoing collaboration.
<b>Te Wānanga o Aotearoa</b>	By contract provide Māori Art classes for all year 9 ākonga	4 hour art classes held once weekly each. 22 ākonga
<b>CareersNZ</b>	Working together to develop career advice and planning.	Pouwhakahaere and CareersNZ staff.
<b>Cut Above Academy</b>	By contract for beauty therapy course.	7 senior ākonga, 2 week course held over successive school holiday breaks.
<b>Taratahi PTE</b>	By contract for agriculture course.	12 senior ākonga, 2 week course held over successive school holiday breaks.
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
<b>Octane Youth Health</b>	A medical clinic for youth	Whānau have enrolled for GP services.
<b>Far North Crossfit</b>	Fitness Training	7 students
<b>Crossfit Whangarei</b>	Fitness Training	3 Weeks for our senior netball team.
<b>Whangarei Family Planning Clinic</b>	Staff members providing seminar sessions with students.	2 sessions with our Year 9 and Year 10 ākonga around girls around personal and sexual health.
<b>Whangarei District Council</b>	Ongoing relationship for mutual support.	As required
<b>Hihiaua Trust</b>	Ongoing relationship related to the development of the Hihiaua block as a Māori culture and education site	As required
<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

### 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).

<i>ORGANISATION/OUTLET</i> <i>E.g. One News, 5NEWS, NZ Herald, local newspapers,</i>	<i>NATURE OF STORY</i>	<i>WEBLINK (if available online)</i> <i>E.g. to a news website, Radio NZ, You Tube,</i>



<i>Radio/NZ etc.</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, parents, 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, parents, 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 amended policies.

## 6. RISKS AND ISSUES

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*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:**

See Risk register.

### 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:**

See Issue register

## 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	Support from the Ministry
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 us given we are in a small town	End of year	Please detail any support you require from the Ministry to manage the risk. Please be specific. 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	Support from the Ministry	
001	May 2015	Reputational	Continued biased media attention	Sponsor/MOE	Open	High	Throughout 2015 we have been subject to reports on our operation in the media. These have been one sided and biased against us in their presentation.	We have chosen to keep a low profile where possible while still addressing the reports where appropriate. We also use our local media where possible to present a fairer view of our operation.	End of Year.	Continued support to mitigate negative publicity about Partnership Schools and with Teachers Unions.	
002											
003											

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

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	551,482	585,552			1,137,034
Total Expenditure for Quarter	s 9(2)(b)(ii) OIA				
Operating Surplus					
Total Current Assets					
Total Current Liabilities	s 9(2)(b)(ii) OIA				
Working Capital					
Working Capital Ratio					
Total Liabilities	s 9(2)(b)(ii) OIA				
Total Equity					
Debt Equity Ratio					
Operating Cash per Forecast	s 9(2)(b)(ii) OIA				
Operating Cash at End of Quarter					
Enrolment at end of Quarter	74	75			75
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 11-13 students

Number:	
Name:	
Total Students	

NCEA	(Tracking to ) get level 1		(Tracking to ) get level 2		(Tracking to ) get level 3		Total entered	
	Number entered	Proportion	Number entered	Proportion	Number entered	Proportion	Number	Number
All students	20	50.0%		35.0%		15.0%	40	40
Māori		50.0%		35.0%		Missing figure	40	40
Pasifika								
Other								
Male		45.0%		35.0%		20.0%	20	20
Female		55.0%		35.0%		10.0%	20	20

NCEA	(Tracking to ) get level 1		(Tracking to ) get level 2		(Tracking to ) get level 3		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Number
Year 11	19	100.0%					19	19
Year 12	1	7.1%	12	85.7%	1	7.1%	14	14
Year 13			2	28.6%	5	71.4%	7	7