

Vanguard Military School

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 2nd QUARTER

For the period 1 April – 30 June 2015

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information	
<i>Fill in the requested information below about the basic information of the school.</i>	
Name of School	Vanguard Military School
Year Levels	11, 12 and 13.
Quarter 2 Enrolment Count	123
School Address – Physical	8 Rothwell Ave, North Harbour, Auckland
School Address – Postal	PO Box 302-770, North Harbour
Website Address	www.vanguard.school.nz
Name of Key Contact	Nick Hyde
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Rockley Montgomery s.9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	[REDACTED]

1.2 Organisational Structure
<p><i>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.</i></p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> • 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?
<p>Response: No changes have been made to the structure of the school since the first quarter report. Vanguard does anticipate that it will again look to employ staff prior to them being required in 2016 to train them adequately to meet the demands of our school.</p> <p>We have employed a new English and Maths teacher who will both be starting in Term 3. They are both registered teachers.</p> <p>Vanguard continues to operate successfully with all Governance and Management roles clearly defined and working well.</p>

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

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: Vanguard Military School is very happy with the progress made during the last quarter and is on track to record similar academic NCEA results as 2014.

With a predicted roll growth for 2016 the school has employed two new registered teachers who will start in Term 3. This early start is part of the Vanguard philosophy of training and preparing them well for our unique school model.

We have purchased and installed 2 new shower blocks due to the nature of our students performing physical tasks daily. They often have to travel great distances to get home and therefore it is important they leave the school warm, dry and clean.

There are two ongoing issues. The first is the lack of payment for transport in Terms 1,2 and 3 from 2014 and the second is the ability to sit down with the Ministry and work through the existing contract, particularly on things like the enrolment policy.

Future goals see Vanguard wishing to establish another PSKH. We would like any further update or application to be sent through to us once this is formalised.

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;	Met		
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	Met		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	Met		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	Met		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	Met		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	Met		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	Met		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	Met		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	Met		
16.1(j)	any transport required is provided as described in Schedule 3;	Met		
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	Met		
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;	Met		
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;	Met		
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;	Met		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	Met		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	Met		
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	Met		
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	Met		

3.1 Compliance with Minimum Requirements				
<i>Clause</i>	<i>Requirement</i>	<i>Met</i> ✓	<i>Not Met</i> ✓	<i>N/A</i> ✓
16.1(s)	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>	Met		
16.1(t)	<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>	Met		

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.

3.2 Non Compliance with Minimum Requirements			
<i>Clause</i>	<i>Requirement</i>	<i>Reason</i>	<i>Remedy</i>

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
<i>Nick Hyde</i>		<i>20 July 2015</i>
<i>Insert Name (Title)</i>	<i>Signature (electronic)</i>	<i>Date</i>

s 9(2)(a) OIA

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1. Objectives from your Agreement

4.1.1 Objective 1: Participation			
<i>Goal(s)</i>	<i>Measure(s)</i>	<i>Previous Quarter 1</i>	<i>Current Quarter 2</i>
Student attendance meets the metric in the Agreement	Unjustified absent days are below the formulated contract figure	MET	MET
			Quarter 2 saw just 100 unjustified days when the allowed amount was 175.6.

4.1.2 Objective 2: Engagement			
<i>Goal(s)</i>	<i>Measure(s)</i>	<i>Previous Quarter 1</i>	<i>Current Quarter 2</i>
Students have pride in their school and are committed to it	Sports teams are organised, represent the school well and never default.	MET	MET
The School is well represented at community functions.	ANZAC Day and any other event we are invited to are well attended and behaviour meets are code of conduct.	MET	MET
			The School has once again fielded a Boys Basketball team in the North Harbour Secondary Schools Competition and has this year added a Girls Basketball Team to the competition. Both teams have never defaulted and look likely to make the playoffs.
			Vanguard had a full school attendance at the Browns Bay ANZAC service.

4.1.3 Objective 3: Retention			
<i>Goal(s)</i>	<i>Measure(s)</i>	<i>Previous Quarter 1</i>	<i>Current Quarter 2</i>
Retain 75% of our eligible students from the year before.	How many students as a percentage return from Term 4 to attend the following Term 1.	MET	N/A

4.1.4. Objective 4: Student Achievement

Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
PSKH performance standards for NCEA results.	Completed NCEA Qualifications are expected to be 86.8% at Level 1 and 77.8% at Level 2 in 2015.	MET	PROGRESSING TOWARDS	
To assist students whose previous NCEA experience was not successful.	The number of students who had previously failed at NCEA who have now passed at Vanguard.	PROGRESSING TOWARDS	PROGRESSING TOWARDS	17 students were enrolled in 2015 who had previously failed an NCEA Level. At this point 9 of those students have now passed, 2 have left school and the others are expected to pass.

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: As a Senior Secondary School the only real measure we can have is our NCEA results which will not be available until Jan 2016. Apart from that the school believes that working at the current pace we will achieve similar results to last year.

4.1.2 Areas of particular strength

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

Response: N/A

4.1.3 Areas where opportunities exist for development

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

Response: N/A

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: N/A

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: Vanguard is on target to meet the required NCEA results for 2015. Assessments are sent to external moderators prior to being entered into KAMAR.

If there is a difference of opinion between our marking and the external moderator then the lowest grade is entered.

External providers are used for vocational students if it will benefit their career choice for example in areas like computing or trades.

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 1	Current Quarter 2	Comments
0.028 x 123 students x 51 days open in the first quarter = 175.6	45	100	

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 1	Current Quarter 2	Comments
2.1 days per year per hundred students	3 Days (3 students)	4 Days (4 students)	

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
.42 days per hundred students	8 Days (4 students)	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
0.15 days per year per 100 students	1 student	0	

EXPULSIONS

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

4.3.5 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	3 students	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%			This has arisen because of the timings of income and expenditure.

s 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	23:1	15:1	

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	0.02:1	0.04:1	

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			

s 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
144	141	123	Students who have left school have either joined the NZDF, entered full time employment or continued their education. Only 1 student has an unknown outcome at this stage.

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 1 Roll	Current Quarter 2 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	141	123	78%
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:
South 39.1%
Local 24.4%
North 18.7%
West 17.8%

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:

The School has gained council consent, purchased and has made operational additional male and female shower blocks to facilitate the amount of physical training our students undertake.

No changes anticipated.

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: The following parts of our policy have been implemented and provide information and evidence of our communications with parents, family, whānau and the wider community of our school.

Events have been held like Graduation, ANZAC Day Parade, Sports fixtures and Orientation Evenings where parents are actively engaged with the school.

Reporting has been in line with our policy and has given parents information 4 times a year on a students' progress. Parent/Teacher evenings have also been held to discuss the progress.

A parental survey and the school wellbeing survey were conducted in 2014 which allowed parents, students and the school to better understand how we are all feeling about the 2014 year and allow discussion on how areas that we might improve on. This is currently being organised for 2015.

We have provided the ability for parents to engage the school through open lines of communication, we have provided a website where not only can they gain information but also contact us, newsletters are sent out every month and emails are sent directly to parents regarding any urgent matters. Our pastoral care system with section leaders also allows parents to have a direct point of call for their child's learning.

A Kapa Haka/Maori group has been established and is led by our HOD of Maori. He and the group are in the process of writing the schools own unique haka.

Through all our lines of communication we have worked hard on making sure the parents and students are aware of the expectations that the school has in every area of school life.

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>
EDUCATIONAL ORGANISATIONS		
<i>Physical Education New Zealand (PENZ)</i>	PE Association	Teacher and Curriculum PD
<i>Northern Area Region Association for Teaching English (NARATE)</i>	English Association	Teacher and Curriculum PD
<i>New Zealand Association of Maths Teachers (NZAMT)</i>	Maths Association	Teacher and Curriculum PD
<i>Auckland Secondary Schools Principals Association (ASSPA)</i>	Principals Association	
<i>Auckland Secondary Schools Heads Association (ASSHA)</i>	Principals Association	
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Bays Youth Trust</i>	MOU	Provide Careers and Guidance Support for students
<i>Greenhithe Community Trust</i>	MOU	Provide facilities for the community
<i>Westpac</i>	Business Association	
<i>Passrite</i>	Business Association	

5.3 Media

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 E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	<i>NATURE OF STORY</i>	<i>WEB-LINK (if available online) E.g. to a news website, Radio NZ, YouTube.</i>
Whaleoil Blog	4 part investigation into Vanguard.	
Radio New Zealand	Annual Report	
One News	Annual Report	
3 News	Annual Report	

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: N/A

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: N/A

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: There are still two ongoing issues.

1 – The failure to have received the funds for travel in Terms 1,2 and 3 of 2014.

2 – The issue of the PSKH enrolment policy and a review of the initial contract

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				Monitor Risk		Support from the Ministry					
	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	Please detail any support you require from the Ministry to manage the risk. Please be specific.
001												
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	
	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.	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.
001	2014	Transport	Vanguard has not been paid the travel payments for Route 1 and Route 2 for Terms 1, 2 and 3 of 2014.		Ongoing		This has been reported to the Ministry again during this quarter with all evidence provided.	No update from the Ministry.	No date for review set.	Process the payment for Route 1 and 2 for terms 1,2 and 3 of 2014.		
003	2014	Contract	Enrolment Policy of enrol all but have 75% priority learners will be difficult to maintain as well as the request to review the initial contract.		Ongoing		This has been reported to the Ministry again during this quarter.	No update from the Ministry.	No date for review set.	A meeting in Wellington with Ministry officials that can decide which way the policy needs to go. Do we enrol all and therefore miss a target or can we target specific groups? Other parts of the contract could also be discussed for clarity.		

Vanguard Military School Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4/Annual	YTD					
Total Income for Quarter	652,118	650,299			1,302,417					
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						23.07	15.00			
Total Liabilities	s 9(2)(b)(ii) OIA									
Total Equity										
Debt Equity Ratio						0.02	0.04			0.03
Operating Cash per Forecast	Met	Met								
Operating Cash at End of Quarter	s 9(2)(b)(ii) OIA									
Enrolment at end of Quarter						141	123			123
Financial Statements Attached						P and L	P&L			

Certification

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

[Redacted Signature]

s 9(2)(a) OIA

Signature

Name: *NICK HYDE*

Date: *28 JULY 2015*

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 11-13 students

Number:	694
Name:	Vanguard Military School
Total Students	123

NCEA	(Tracking to) get level 1		(Tracking to) get level 2		(Tracking to) get level 3		Total entered
	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	64	50.8%	47	37.3%	15	11.9%	126
Māori	29	47.5%	24	39.3%	8	13.1%	61
Pasifika	6	50.0%	3	25.0%	3	25.0%	12
Other	29	54.7%	20	37.7%	4	7.5%	53
Male	43	49.4%	35	40.2%	9	10.3%	87
Female	21	53.8%	12	30.8%	6	15.4%	39

NCEA	(Tracking to) get level 1		(Tracking to) get level 2		(Tracking to) get level 3		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 11	61	100.0%	0		0		61
Year 12	3	6.0%	47	94.0%	0		50
Year 13	0		0		15	100.0%	15