



VANGUARD MILITARY SCHOOL

PARTNERSHIP SCHOOLS KURA | HOURUA

2014 ANNUAL REPORT

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1. GENERAL INFORMATION ABOUT THE SCHOOL

1.1 General Information

Provide the following general school information:

General Information	
School Name	Vanguard Military School
Sponsor Name	Advance Training Centres Ltd
School Address – Physical	8 Rothwell Avenue, Albany, Auckland
School Address – Postal	PO Box 302-770, North Harbour
Website Address	www.vanguard.school.nz
Date of Partnership School Agreement	16 September 2013
Date school first opened for instruction	3 February 2014
Guaranteed Minimum Roll	108
Maximum Roll	192
Number of students enrolled	107
Year Levels	Year 11 and Year 12
# of Instructional Days per School Year	225 full days
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]

Mission Statement

1.2 Organisational Structure of the School

Describe any changes to the organisational structure made during the last year and/or anticipated changes. Please provide a copy of your organisational chart labelled as an Appendix.

1.2 Organisational Structure

The following changes have occurred to our organisational structure so that we will be prepared for 2015. Due to our unique status as a military school it is important to bring in any new staff a term earlier than we wish them to teach so they can learn how the school operates.

We have increased our staff by 5 registered teachers to prepare for the following.

- An additional deputy principal to address our growth from Yr11 and Yr12 to Yr11, Yr12 and Yr13.
- We have made Science compulsory at Yr11 and have employed 2 additional staff who can teach Science as well as an additional subject.
- We have added History to our curriculum and therefore a history teacher
- We have employed an additional PE teacher.

They changes can be seen by comparing the two organisational charts which are attached.

Consider the following questions:

- ***How have you managed roles and responsibilities between Sponsor, governance and management? Have there been any challenges?***

All parties meet regularly for Advisory Board meetings. The Sponsor and the Advisory Board are in charge of Governance and the CEO and Principal are in charge of the Management of the school. Everyone is very clear on their role and we have worked well together with no challenges to the current system.

- ***What measures are in place to ensure effective oversight of the Board and school?***

The school ensures that all Advisory Board Members are aware of all rules, regulations and guidelines that are applicable to the school and of all the responsibilities set out in the Education Act. Financial Management controls are in place and minutes of all meetings are kept. Outside of this the binding contract with the Ministry of Education is an effective tool.

1.3 School Teaching Staff

Provide a list of all teaching staff employed at the school for the Year that this report is for:

Teachers	Actual vs Contract	Number or Percentage
Number of teachers that hold registration (reporting year)	Actual*	11
	Contract	7
Number of teachers that hold registration a Limited Authority to Teach (reporting year)	Actual*	0
	Contract	0
Number of non-registered teachers (2014)	Actual*	3
	Contract	3.5
Total number teaching staff (registered, LAT and non-registered)	Actual*	14
Total number teaching staff (registered, LAT and non-registered)	Contract	10.5
Percentage of teachers that hold registration and/or LAT (2014)	Actual*	82%
	Contract	66.6%

If you have non-registered teachers employed at the school, please confirm their teaching role within the school:

Confirmation of the role of Non-Registered Teachers
<p>Please describe here:</p> <p>We employ 3 non-registered teachers to teach Engineering, Defence Force Studies and Physical Training. The engineering staff member is a qualified aircraft engineer from the RNZAF. The Defence Force Studies staff have defence force experience and the physical training staff is a qualified physical training instructor.</p>

1.4 Enrolments

Fill in the requested information below regarding school enrolments:

School Enrolments 2014						
Year Level	Guaranteed Minimum Roll*	Maximum Roll*	March Roll Return	July Roll Return	# of students who left the school during the 2014 school year	# Returning students to the school in 2015 from previous school

	year**					
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11			60	54	13	2
12			44	39	16	43
13			0	0	0	16
TOTAL	108	192	104	93	29	61

* As agreed in the Partnership Schools Agreement

** Returning students should be listed for the Year Level they will be attending in the 2015 school year.

1.5 Stand Down and Suspensions

Provide information regarding the school's stand down and suspension numbers for the 2014 School Year

School Stand Downs and Suspensions					
Year Level	Total # students enrolled	Total # of students Stood Down	Total # of students Suspended	Total # of students Excluded	Total # of students Expelled
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11	62	8	3	1	2
12	45	2	1		1
13	0				
TOTAL	107	10	4	1	3

2. EXECUTIVE SUMMARY

- *The executive summary is to provide a brief overview of the report and should be no more than one page.*

2.1 Executive Summary

- *An evaluation of your overall performance for the last quarter.*

Vanguard Military School is entirely happy with its performance over the last year.

We have established our unique military culture within the school and gained a positive reputation in our community.

Our official NZQA results show we attained:

96.2% for our Level 1 students and 100% for our Level 2 students which is well above our performance target.

Our absent rate is lower than the performance target and significantly lower than the average for secondary schools.

We have also met all our obligations financially.

Outlining any organisational changes which have had a significant impact on the school.

No significant organisational changes.

- *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.*

We have received a very good ERO report.

- *Outlining any of the Minimum Requirements which the Sponsor has not met or is not meeting.*

The school takes a firm stance on behavioural issues and uses Clause 7.5(a) and 10.3 as guiding rules. This has led to us not staying under the requirements for stand downs and suspensions for our contract but overall is important to meet the requirements of those two clauses.

- *Outlining parts of the Performance Management Framework in which the Sponsor has been successful in meeting or exceeding.*

All Student Achievement, Financial and Attendance targets.

- *Any significant risks or issues.*

The School has identified any upcoming decile review, the definition of priority learners, the enrolment policy of take all but have 75% priority learners and the issue of how to grow our school in the future past 192 students as issues to be discussed.

3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Sponsor's declaration

FOR THE SPONSOR TO COMPLETE:

I certify that Vanguard Military School has complied with the Minimum Requirements set out in the Partnership Schools Agreement [Clause 16] at all times, unless notified to the Minister of Education through the Quarterly Reporting process.

Please identify in the table below if there have been any Minimum Requirements that have not been met during the 2014 School Year.

Please list any instances of non-compliance that have also been reported on within your Quarterly Reports for 2014.

Non-Compliance with Minimum Requirements in 2014				
Date	Clause	Requirement	Reason	Remedy

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

Print name	Signature	Date

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives from your Agreement

- Your Objectives are specific to your School and can be found in Section 1 of Schedule 6: Performance Management System of your Agreement.

OBJECTIVE: Participation			
Goal(s) of the Objective:	Met	Progressing	Not Met
Unjustified Absent days are below the formulated contract figure.	Met		
<p>Comment on Performance in 2014 School Year: Vanguard is happy to have met this target and to have achieved an unjustified absence rate of just 2.4%. This compares with recent figures in Education Counts that show in 2012 on average a secondary school has a rate of 7.1%. Our figure is also under the contracted target.</p>			
<p>Focus for the 2015 School Year: There isn't a lot of room for improvement here but we will continue to work hard in keeping the unjustified rate low.</p>			

OBJECTIVE: Engagement			
Goals:	Met	Progressing	Not Met
Students have pride in their school and are committed to it.	Met		
<p>Comment on Performance in 2014 School Year: The school participated in the North Harbour Secondary Schools Cross Country, North Harbour Basketball and North Harbour Rugby 7's. It was also well presented at ANZAC Day Parade and at the IRB Under 20 Rugby World Cup.</p>			
<p>Focus for the 2015 School Year: The school will continue to look at the presentation of our students, their conduct to and from school as well as when they are representing the school at community or sports events. 2015 will see the school field a 1st XV for the first time and this will be a way for students to represent the school with pride and show the values that we embrace.</p>			

4.2 Performance Standard: Student Achievement

Following the meeting held Tuesday 16 December, we have removed this section, whilst it undergoes a further review. We will submit to you in mid-January 2015 the detail to be inserted into this template for your completion.

4.3. Performance Standard: Student Engagement

- The Student Engagement performance standards are specific to your School and can be found in Schedule 6: Performance Management System of your Agreement.

Measure	2014 Performance Standard	2014 Actual
Unjustified absences	0.028 multiplied by the number of Students multiplied by the number of days the School is open	0.028 x the average of our March and July roll returns x 225 days open = 620 Days. Term 1 = 145 Term 2 = 124 Term 3 = 110 Term 4 = 91 Total = 470 Days
Stand downs	2.1 days per year per 100 Students	25 Days
Suspensions	0.42 days per year per 100 Students	15 Days
Exclusions	0.15 days per year per 100 Students	1
Expulsions	0	3
School Culture	Collect Baseline data	The school wellbeing survey was completed in Term 4. It was very pleasing to see the results with them all being positive. The most positive was that all but 2 student responses said they felt safe at school. We will be setting 2 performance measures for 2015 around the following questions. 1 – At school everyone knows what to do if someone is being bullied and 2 – every student knows what the school rules are. We would like both these questions to have under 10 responses that disagree.

Comments	
Unjustified absences	The school is very happy with our rate especially when compared to Secondary Schools nationally.

Stand downs	
Suspensions	
Exclusions	
Expulsions	Vanguard will not be changing any of its policies around this or the three above columns. We are committed to providing a safe learning environment in which students can learn without disruption. Our well-being survey is proof of the students feeling safe and our academic results prove students can get on with learning.
School Culture	The school is very happy with this and will implement a few further information lessons on the rules of the school and what to do if a bullying situation arises to inform the students better.

4.4 Performance Standard: Financial Performance

- The Financial Performance standards are specific to your School and can be found in Schedule 6: Performance Management System, Section 2.3 of your Agreement.
- Please complete all parts of the Financial Spreadsheet and attach it to your report as a clearly labelled and numbered Appendix.

Measure	2014 Performance Standard [Schedule 6 Section 2.3]	2014 Actual
Operating Surplus	2% - 5%	9%
Working capital ratio	2:1	25:1
Debt/equity ratio	0.5:1	0.02:1
Operating cash	Positive Cash Flow	\$940925
Enrolment variance	108	107

Definitions:

- **Operating Surplus:** An approximate measure of a company's operating cash flow based on data from the company's income statement.
- **Working capital ratio:** A measure of both a company's efficiency and its short-term financial health. The working capital is calculated as Working Capital = Current Assets – Current Liabilities. It is also known as "net working capital".
- **Debt/equity ratio:** A measure of a company's financial leverage calculated by dividing its total liabilities by stockholders' equity. It indicates what proportion of equity and debt the company is using to finance its assets.
- **Operating cash:** A measure of the amount of cash generated by the Sponsor's normal business operations. Operating cash flow is important because Operating cash is calculated by adjusting net income for items such as depreciation, changes to accounts receivable and changes in inventory.

Comments	
Operating Surplus	
Working capital ratio	
Debt/equity ratio	
Operating cash	
Enrolment variance	

4.5 Performance Standard: Targeting Priority Learners

- 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.
- The Performance target is for 75% of the total school roll to be made up of students who are Māori, Pasifika, have Special Education needs and/or students from low socioeconomic backgrounds.
- The Sponsor is **not required** to specify which group a student may fall under (note, that the data provided though will be subject to audit).
- A student can only be counted in **one** category but we recognise that they could identify with more than one priority learner group.

MEASURE: Enrolment of priority learner groups		
PERFORMANCE STANDARD: 75%		
Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
Total school roll in 2014	% of student roll that identifies with at least one of the priority learner groups	% of student roll that does not identify with at least one of the priority learner groups
107	77%	23%
Comments (if any)		
Please provide in percentages the geographical locations where your student population has been drawn from.		
<p>Response: I have used the figures from the 1st Quarterly report for this as they are the closest I have to the full number of students.</p> <p>29% West Auckland 26% South/Central Auckland 26% North Shore 19% Rodney/Kaipara</p>		

Which priority group?

- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).
- **Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
- **Students from low socio economic backgrounds:**

If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background. (This is restricted to three years because families may move as their circumstances change).

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 over the past school year including renovations, site development, landscaping etc since your last quarterly report.
- How the property and teaching/learning spaces are supporting the delivery of the curriculum.
- Any health and safety issues that have been identified in regards to property. If any health and safety issues have been identified, note how these have been resolved.
- Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).
- If you have a long term property plan, how you are progressing against the goals in the plan.

Response: We have developed an additional 5 classrooms, we are building a shower block and will continue to pursue other property ideas as to roll growth. There are no health and safety concerns.

5.2 Whānau and Community Engagement Policy

As per your parents, family, whānau, iwi and community engagement policy (as approved by the Minister of Education), please detail your progress over 2014 in the table below against that Plan.

Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- How has the school gather information about the needs of the parents, family, whānau, iwi and the community?
- How effectively has the school consulted with parents, family, whānau, iwi and the community?
- How effectively has the school used the information gathered from parents, family, whānau, iwi and the community?
- How has information gathered from parents, family, whānau, iwi and the community been incorporated into school planning and decision making?
- How well has the school communicated key information 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?

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.

Vanguard Military School recently conducted a survey of parents which allowed the school to collect feedback from parents and also allowed for parents to have their say.

As well as this survey the school communicates and receives feedback from parents through regular emails sent by admin staff regarding the school, monthly newsletters which are

emailed to them and information posted on our facebook page and website.
 We have also emailed to parents the term reports on student progress.
 The School's systems also mean that there is constant contact between the Admin staff and Section Leaders to parents regarding their children

Provide a list of the partnerships with other educational or community groups the school has been involved with in 2014.

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
Please check previous reports.		
COMMUNITY ORGANISATIONS AND GROUPS		
Please check previous reports.		

5.4 Complaints and the Independent Review Process (IRP)

<p>Describe any official complaints (written) received by the Sponsor in the table below.</p> <ul style="list-style-type: none"> 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. 		
<p>Response: No Complaints</p>		
COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION

5.4.2	<p>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.</p> <ul style="list-style-type: none"> • Please refer to <u>Schedule 8: Independent Review Process Framework (IRP)</u> 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. 	
Response: N/A		
<p>COMPLAINANT <i>e.g. family, parent, student</i></p>	<p>NATURE OF CHALLENGE UNDER IRP</p>	<p>RESOLUTION</p>

6 RISKS AND ISSUES

6.1 Risks

Please summarise any outstanding risks that will be carried over into 2015

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

Response:

6.2 Issues

Please summarise any outstanding issues that will be carried over into 2015

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

Response: The definition of low socio economic learners being defined in Quarter 2. It is not defined in our binding contract as such and we believe that without consultation and agreement this definition is not binding. As it stands it may have an effect on the number of priority learners registered at the school.

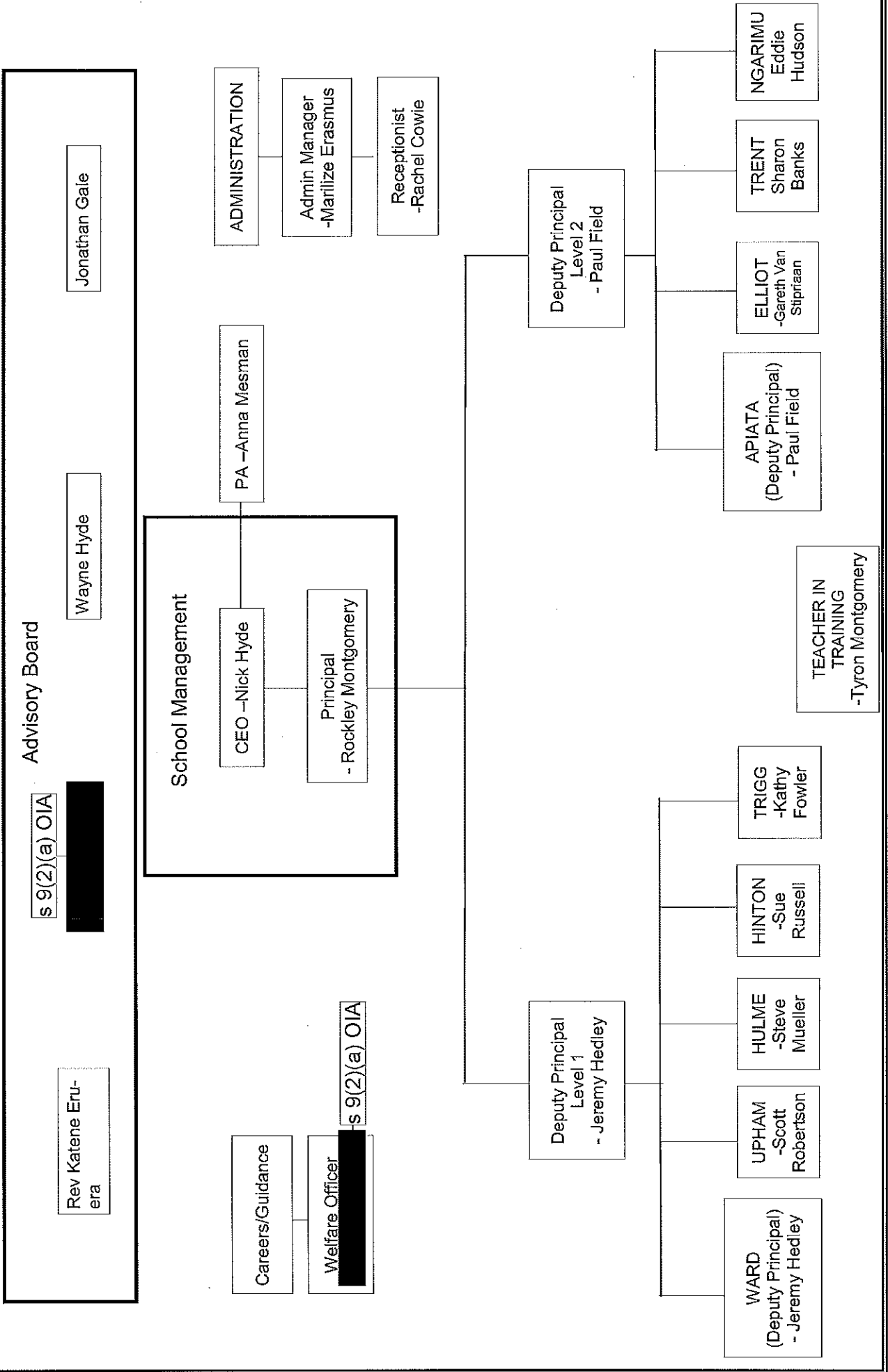
7 STRATEGIC FOCUS FOR 2015

Summarise the strategic focus for your school for 2015

Response: Continue to push for high academic results and high attendance rates.

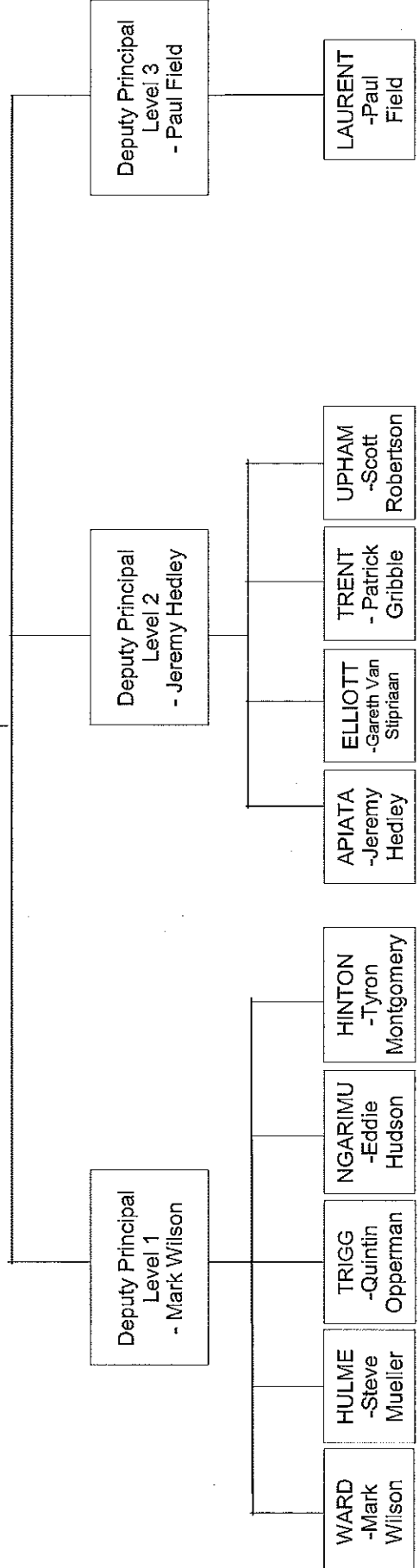
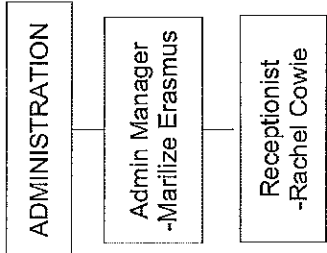
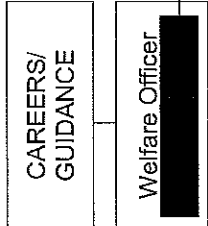
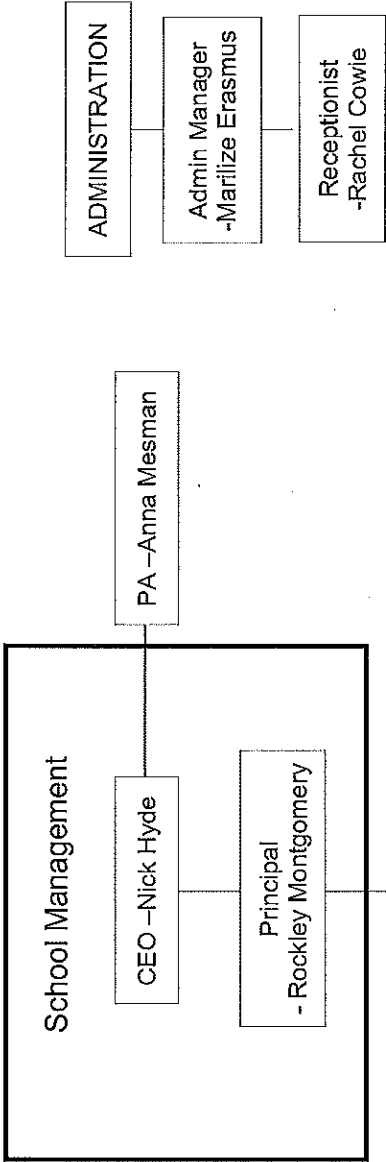
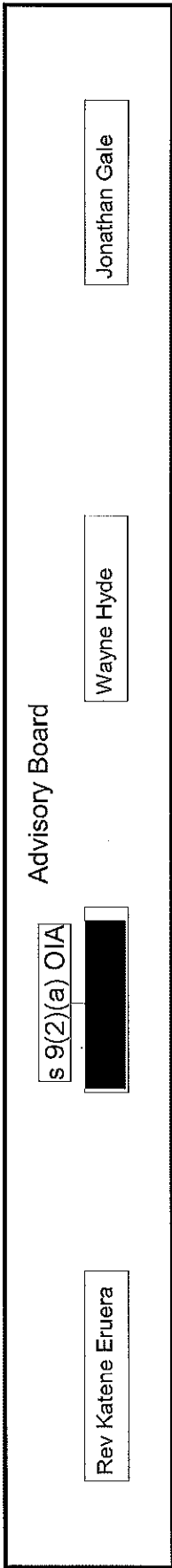
Current Staffing Structure

As at Jul 2014



Current Staffing Structure

As at Jan 2015



Head of Departments:

- English - Sue Russell, Maths - Sharon Banks, Science - Kathy Fowler, Physical Education - Paul Field, History - Patrick Gribble, Engineering - Jeremy Hedley, Maori - Eddie Hudson, Recruit Development - Steve Mueller, Defence Force Studies - Gareth van Stipriaan, Physical Training - Scott Robertson

Achievement in NCEA and UE: Vanguard Military School (Partnership School)

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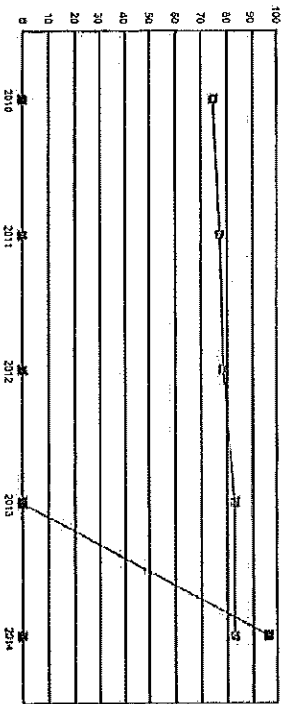
PR1 - Participation-Based Current Overall Results

Vanguard Military School (Partnership School)

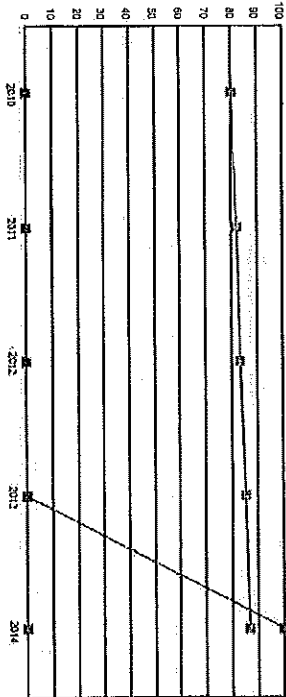
National

Unknown

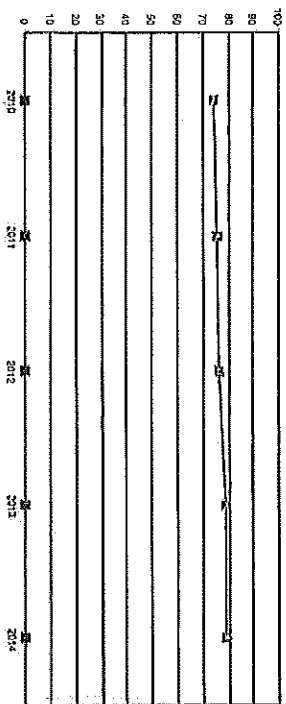
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2010												
2011					75.0	79.8	74.2	66.1				
2012					77.3	81.9	75.4	66.8				
2013					78.9	83.6	76.0	67.3				
2014	96.2	100.0			82.6	85.7	79.2	70.6				
					82.7	86.9	78.8	58.8				



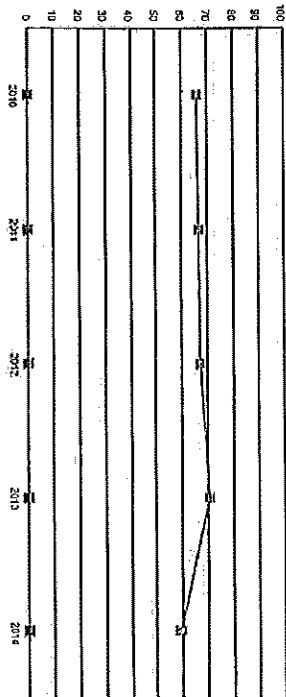
School
National
Credit Band



School
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Credit Band



School
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Achievement in NCEA and UE: Vanguard Military School (Partnership School)

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PR1 - Participation-Based Current Results by Ethnicity

Academic Year	Vanguard Military School (Partnership School)				National				Unknown			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2010					77.8	80.3	77.8	73.7				
2011					81.3	82.1	77.8	73.7				
2012					82.9	84.7	79.3	75.1				
2013					85.3	85.7	82.3	77.8				
2014	100.0				85.4	86.0	83.4	68.7				
NZ European												
2010					82.9	85.5	79.0	72.4				
2011					84.3	87.2	80.6	73.3				
2012					85.9	88.6	80.6	73.6				
2013					88.3	90.0	83.4	77.0				
2014	100.0				88.9	91.1	83.1	66.6				
NZ Maori												
2010					60.6	69.3	51.6	47.2				
2011					63.7	72.9	64.1	48.3				
2012					65.2	74.8	65.0	48.8				
2013					70.5	77.9	69.1	52.8				
2014	92.0				71.0	79.6	68.2	37.2				
Pasifika Peoples												
2010					54.0	62.2	52.5	36.5				
2011					58.9	64.4	54.5	39.1				
2012					63.2	69.1	59.4	42.9				
2013					71.4	75.1	64.6	47.0				
2014	100.0				69.3	77.7	64.2	34.4				

Literacy and Numeracy: Vanguard Military School (Partnership School)

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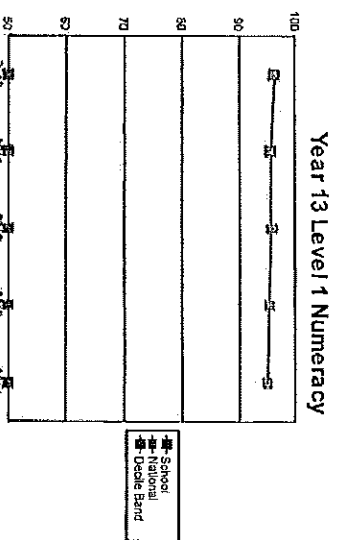
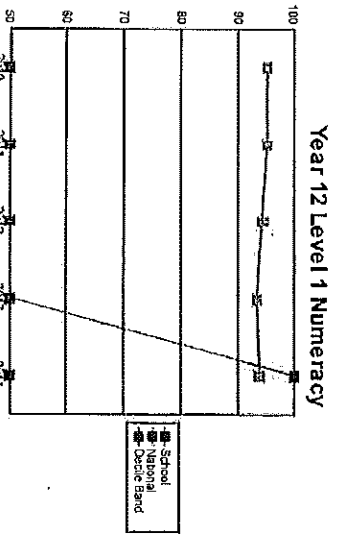
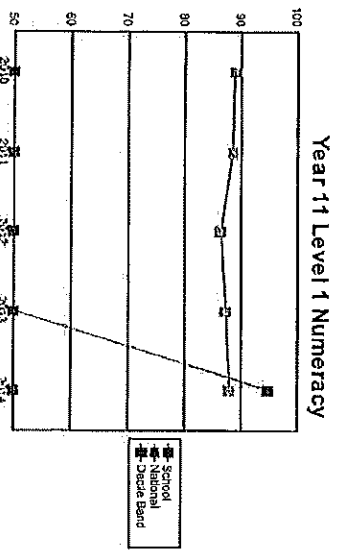
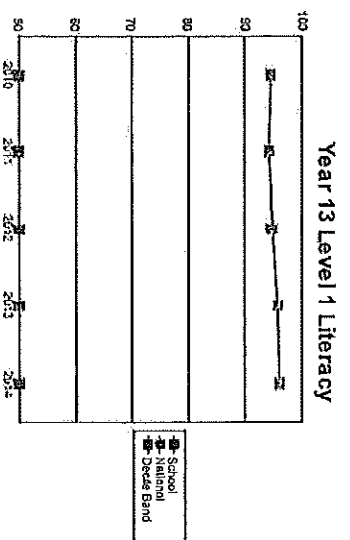
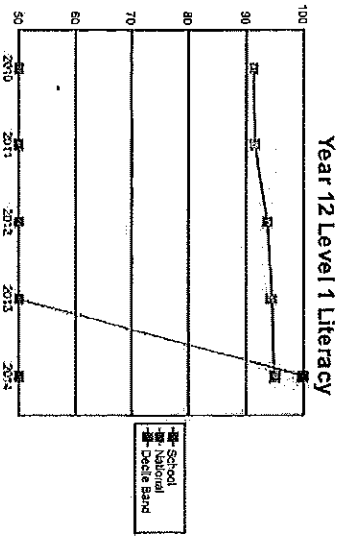
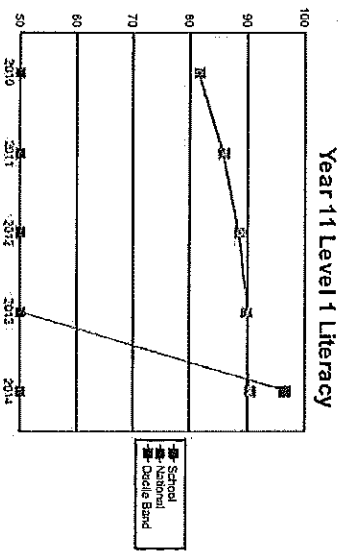
PR 3 - Cumulative Results by Percentage

Vanguard Military School (Partnership School)

National

Unknown

Academic Year	Achievement	Year 11	Year 12	Year 13	Year 14	Year 12	Year 13	Year 11	Year 12	Year 13
2010	Literacy				81.7	91.4	94.4			
2011	Literacy				85.8	91.6	94.2			
2012	Literacy				88.6	93.7	94.6			
2013	Literacy				89.9	94.6	95.6			
2014	Literacy		96.6	100.0	90.4	95.1	95.9			
2010	Numeracy				89.0	95.1	96.1			
2011	Numeracy				88.7	95.2	95.6			
2012	Numeracy				86.4	94.3	95.7			
2013	Numeracy				87.3	93.3	95.3			
2014	Numeracy	94.9	100.0		87.9	93.9	95.0			



Vanguard Military School

Financial Performance Quarterly Reporting

Quarter 4/Annual Report 1 October - 31 December 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	535353	534540	534582	533470	2143254
Total Expenditure for Quarter	475843	512814	517104	571885	1946478
Operating Surplus	59509	21726	17478	-38415	197626

Total Current Assets	1753482	1730492	1685135	1018477	1018477
Total Current Liabilities	67875	617089	547639	40650	40650
Working Capital	1685607	1113403	1137496	977827	977827
Working Capital Ratio	25.8:1	2.8:1	3.07:1	0:28:48	25:01:00

Total Liabilities	37249	617089	547639	40650	40650
Total Equity	1943561	1625746	1676328	1638990	1638990
Debt Equity Ratio	0.02:1	0.38:1	0.33:1	0.02:1	0.02:1

Operating Cash per Forecast					
Operating Cash at End of Quarter	1753482	1726582	1676639	940925	940925

Enrolment at end of Quarter	104	93	80	80	107
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Financial Statements Attached	P&L plus Bal Sheet	Yes	
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Certification

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

Signed _____

Name:

Date:

Measure	Performance Standard
	2014
Operating surplus	2%-5%
Working capital ratio	2:01
Debt/equity ratio	0.5:1
Operating cash	Positive cash flow forecast = actual
Enrolment variance	50

