



**SOUTH AUCKLAND MIDDLE SCHOOL**

**PARTNERSHIP SCHOOLS KURA | HOURUA**

**QUARTERLY REPORT – FIRST QUARTER**

**For the period 1 January – 31 March 2014**

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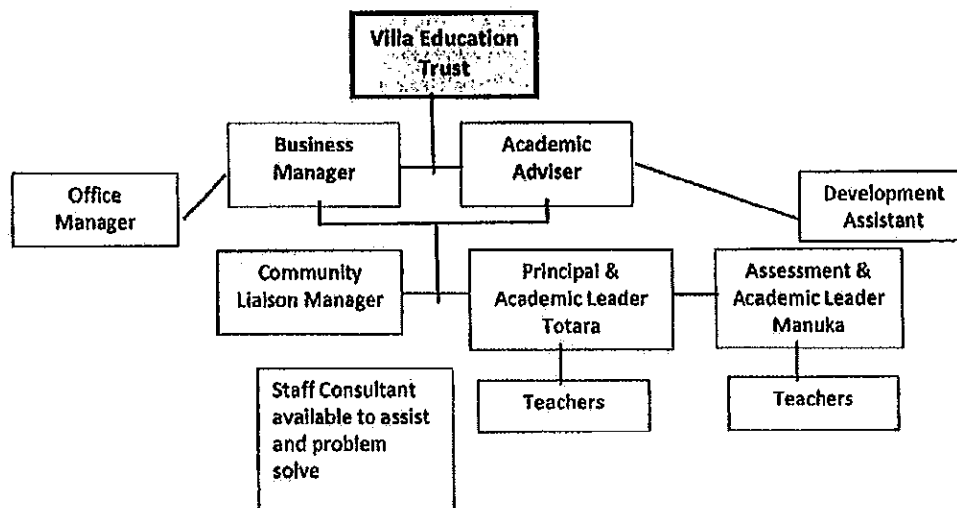
# 1. BASIC INFORMATION ABOUT THE SCHOOL

## 1.1 Basic Information

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

1.1 Basic Information	
Name of School	South Auckland Middle School
Year School Opened	2014
Year Levels	7-10
March Enrolment Count	109
School Address(es)	198 Mahia Road, Manurewa
Region	Auckland
Website Address	www.southauckland.school.nz
Name of Key Contact	Karen Poole <span style="float: right;">s 9(2)(a) OIA</span>
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Alwyn Poole
School Leader/Principal email address	[REDACTED] <span style="float: right;">s 9(2)(a) OIA</span>
School Leader/Principal phone number	[REDACTED]

## 1.2 Organisational Structure of the School



## 2. OPENING STATEMENT AND SUMMARY FOR THE MINISTER

*You may wish to preface the Quarterly Report with a summary of the past three (3) months.*

### Statement and Summary for the Minister

South Auckland Middle School held its official opening on 31<sup>st</sup> January 2014. Over 400 people were in attendance. The school term began on 4 February and the opening school roll was 100 students. This increased over the first quarter to 110 students.

The students and families quickly became established in the school and the learning environment was settled and productive very quickly. The beginnings of school culture and expectations were able to be communicated and over the quarter great progress was made with this. We conducted an initial academic evaluation of all students and this provides the base data for evaluation and progress made.

For the next quarter our focus will be as follows

- Further Academic excellence and progress
- Further development of school culture
- Parent education evenings with a focus on maths and computing (Computers in Homes initiative)
- Marketing for 2015
- Documentation

We held parent information evenings for each year level over 4 weeks and these were attended by approx. 85% of parents. These evenings provided an opportunity for questions as well as being a way for parents to meet each other and listen to the Principal and the Academic Adviser provide information on the school and the role of family. We also had a Whanau Friday afterschool which was a bbq and giant waterslide. This was attended by several hundred people and was deemed a huge success. A Whanau Advisory Group has also been set up which is a pathway for parents to have some input and provide support to the school. Feedback from whanau is regularly being sort and very positive comments are being received.

There have been no significant changes in what South Auckland Middle School aimed to do and was able to do in the first quarter and the term has been settled and highly successful. Staff are engaged and enthusiastic and we have worked hard on teaching staff the way we do things. One staff member has resigned due to family illness. We have appointed an outstanding replacement.

In summary the first quarter for South Auckland Middle School has been very successful

### 3. MINIMUM REQUIREMENTS OF THE AGREEMENT

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Refer to section 16: Minimum Requirements of the Agreement.

- 3.1 Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?** *If yes, please provide details of the incident(s). Insert more rows as necessary. Delete the table if not required. You can also attach your school's incident register, clearly labelled as an Appendix and referenced in the box below. If no, please delete the table and write nil.*

Nil

- 3.2 Has any serious criminal activity been discovered to have taken place on the Premises?** *If yes, please provide details of the criminal activity as per the table below. Insert more rows as necessary. Delete the table if not required. If no, please delete the table and write nil.*

Nil

- 3.3 Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?** *If yes, please delete the table and state this. If no, please provide details as per the table below. Insert more rows as necessary. Delete the table if not required.*

Yes. We have complied with the requirements

- 3.4 Please confirm that the school has not exceeded the Maximum Roll.** *If yes, please provide details of this. If no, please confirm this in writing.*

Yes we have accepted students in accordance with the agreement

- 3.5 Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?** *See Appendix 1: Enrolment of students at School and in Courses. If yes, please confirm this in writing. If no, please provide details.*

No Changes have been made.

**3.6** Please confirm that the school hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement? *If yes, please provide details in the attached table. Delete the table if not required. If no, please confirm this in writing.*

No Changes made

**3.7** If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the Education Act 1989. *If you have not had to stand down or suspend any students during this period, please state 'not applicable'. If yes, please confirm that the stand down/suspension periods have not exceeded the maximum period. If the maximum periods have been exceeded, please provide details.*

Not applicable this quarter.

**3.8** Please confirm that that you as Sponsor, have complied with the requirements in relation to standing down, suspending, excluding or expelling any student. See Appendix 2: Requirements in relation to standing down, suspending, excluding or expelling. *If you are compliant, please state this in writing. If you are non compliant, please provide details of any areas of non compliance, without mentioning specific names or information that may be deemed confidential.*

We confirm compliance with this requirement.

**3.9** Please confirm that any transport required is provided as described in Schedule 3 of the Agreement. *If transport is not required to be provided, please state not applicable.*

Not Applicable.

**3.10** Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?

Confirmed

**3.11** Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?

Confirmed – we have also employed one LAT.

- 3.12** Please confirm that, as Sponsor, 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 has not fallen below the minimum percentage set out in clause 3 Schedule 4?

Confirmed

- 3.13** Please confirm that you, as Sponsor have 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 your Agreement? See *Appendix 3: Police Vetting* for further information.

Confirmed

- 3.14** Please confirm that you, as Sponsor have reported to the Minister in accordance with clause 18.2 of your Agreement? See *Appendix 4: Reporting to the Minister* for further information.

Confirmed

- 3.15** Please confirm that you, as Sponsor have reported to the Ministry in accordance with clause 18.3 of your Agreement? See *Appendix 5: Reporting to Ministry* for further information.

Confirmed

- 3.16** Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement? See *Appendix 6: Reporting to Parents* for further information. [Note, as this is your first Quarterly Report, you may not have reported to parents, families and whānau yet. If this is the case, please indicate this including the proposed date(s) for reporting to parents].

12th May Individual Base Plans to go to parents  
11th July Full school report sent  
End of term 3 Updated Individual Base Plans  
End of school year Full report  
Throughout year 8 full project marking documents

- 3.17** Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of this Agreement? See *Appendix 8: Audited Accounts* for further information. [Note as 2014 is the first year of operation of your School, this will not apply until 2015]. Please state not applicable.

not applicable at this stage.

**3.18** Please confirm that you, as Sponsor have provided all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2? See *Appendix 4: Reporting to the Minister* for further information.

Confirmed
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## 4. PERFORMANCE MANAGEMENT SYSTEM

### 4.1. Objectives

Schedule 6, section 1 outlines the objectives for the School. Please comment on the progress you have made this quarter towards achieving the stated objective, the measurements used to determine the progress and the focus, if any, for the next quarter. Insert more rows as necessary in each table.

[NOTE: the objectives should be what is listed under Schedule 6: Performance Management System, part 1].

#### 4.1.1 Effective Governance

Progress Made	Measurement	Next Quarter Focus
Policies written	Completing	All policies finalised
Split responsibilities between experienced governance staff who have worked with South Auckland Middle School staff each day	Staff understanding requirements and expectations	Continuation for increased understanding of responsibilities

#### 4.1.2 Effective holistic development with the emphasis on academic achievement

Progress Made	Measurement	Next Quarter Focus
Routines established	Students have clear expectations and know what they are doing. They ask when they need help and understand routines	Continuation
Quiet, settled and academic mornings		Continuation
Projects implemented		Continuation
Staff and Student relationship	Students happy to talk to staff and discuss problems.	Continuation

#### 4.1.3 Relationship Development

Progress Made	Measurement	Next Quarter Focus
Parent Meetings.	High attendance and responses	Evening classes for -Computers in Homes class -Maths and your child class
Whanau Friday	Very successful attendance and reporting	An event each term
Whanau Advisory Group	6 parents undertaken role and are working with designated year levels	The groups aim is to develop the library resources, homework classes and respond to specific needs.
Visitors to school	Many visitors into school including politicians, Min Edu, community members	Continue to invite people

## 4.2 Student Achievement

The Sponsor will be periodically assessed against the following Performance Standards in relation to student achievement:

Measure	Metric	Performance Standard	Measurement Frequency
Students achieving National Standards or NCEA	National Standards reporting or NZQA reporting	See Annex A of this Schedule for separate Performance Standards for each Class Level (and where appropriate, course)	Annually at the end of each year
Improvement in Students achieving National Standards or NCEA	National Standards reporting (Class Levels 1 to 6) Results from tools to be determined (Class Levels 9 10) NCEA data	See Annex B of this Schedule for separate Performance Standards for each Class Level (and where appropriate course)	To be determined once baseline data has been collected

**4.2.1 [OPTIONAL] Provide a general commentary on how students are progressing at your school. Note, the commentary should be written in general terms, without mentioning specific names or information that may be deemed confidential.**

There has been a credible improvement in the project work that is being done and the way the students are using independent time each day. The feedback from parents cites changed behaviour at home and a much more positive approach to school. The academic mornings at the school are quiet and focussed and there is a marked increase in the volume and quality of written work particularly in English and Social Studies. The practical outcomes in Technology and Art is at a high level. In Science the students work at a class above their curriculum level.  
Initial testing has been completed in order to have a base to assess progress

### 4.3 Student Engagement

The Sponsor will be periodically assessed against the following Performance Standards in relation to student engagement:

Measure	Metric	Performance Standard	Measurement Frequency
Unjustified absences	Measured through attendance data provided to the Ministry		Quarterly
Stand downs	Measured through information provided to the Ministry		As they occur
Suspensions	Measured through information provided to the Ministry		As they occur
Exclusions	Measured through information provided to the Ministry		As they occur
Expulsions	Measured through information provided to the Ministry		
School culture	wellbeing@school annual student survey		Annually

- 4.3.1 Please provide comment on any unjustified absences recorded during this period and what mitigations are in place, if any, to reduce these.**

Over term 1 we had 2 students absent for a day that is considered an Unjustified Absence. Meetings were held and it hasn't happened since.

- 4.3.2 Please provide comment on any stand downs during this period and confirm that the process followed was in line with the Education Act.**

Not Applicable.

- 4.3.3 Please provide comment on any suspension(s) recorded during this period and confirm that the process followed was in line with the Education Act.**

Not Applicable.

- 4.3.4 Please provide comment on any exclusions that took place in this period and confirm that the process followed was in line with the Education Act. NB: only students under the age of 16 can be excluded.**

Not Applicable.

- 4.3.5 Please provide comment on any expulsions that took place in this period and confirm that the process followed was in line with the Education Act. NB: only students over the age of 16 can be expelled.**

Not Applicable.

## 4.4 Financial performance

The Sponsor will be periodically assessed against the following Performance Standards in relation to financial performance:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Operating surplus	Measured through information provided to the Ministry	2%-5%	2%-5%	2%-5%	2%-5%	Quarterly
Working capital ratio	Measured through information provided to the Ministry	2:1	2:1	2:1	2:1	Quarterly
Debt/equity ratio	Measured through information provided to the Ministry	0.5:1	0.5:1	0.5:1	0.5:1	Quarterly
Operating cash	Measured through information provided to the Ministry	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Quarterly
Enrolment variance	Measured through information provided to the Ministry					Quarterly

*NB: Please enter your enrolment variance figures from your Agreement.*

- 4.4.1 Please complete all parts of the attached financial spreadsheet and answer all questions. Please use the space below if you wish to clarify or provide commentary on particular financial aspects.**

Current Liabilities are higher than normal this quarter as they include substantial setup. This has affected the Working Capital ratio. This also applies to the Total Liabilities.

Operating cash per forecast is different to forecast as a conservative budget was originally completed

Please note Sponsor is a registered charitable Trust.

Appendix 1- Spreadsheet and Operating accounts

## 4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against the following Performance Standards in relation to targeting priority learners:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Enrolment of priority groups	Number of Students who are Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds	75%	75%	75%	To determine at a later date	Quarterly

### 4.5.1 Please provide details on the percentage of priority learners enrolled at your school including figures for each priority learner group.

Maori 32%  
 Pacific Island 49%  
 Special Needs Education 0%  
 Low Socio Economic TBC%

Total 81%  
 Note that for this data a student can only be recorded in one area so no Maori or Pacific students are recorded as special needs education or low socio economic as they have already been counted by ethnicity.

### 4.5.2 Please provide details regarding the geographical locations where you are drawing your students from.

Majority of Students come from the Manurewa Area.  
 Good numbers from Papatoetoe and Mangere  
 A few students also from Howick, Papakura and East Tamaki. 2 families from Henderson

## 5. CELEBRATING YOUR SUCCESS

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### 5.1 Property

#### 5.1.1 Please provide information on your School property development (e.g. site development changes to lease arrangements and/or any other issues you wish to raise)

The property we have leased is an outstanding facility and is well suited to the purpose of the school. No changes have occurred this quarter.

### 5.2 Whānau and Community Engagement policies

#### 5.2.1 As per your parents, family, whānau, iwi and community engagement plans, approved by the Minister of Education, please detail the progress against the plan. Please attach a copy of your whānau and community engagement plan, clearly labelled as an Appendix and referenced in the box below.

- Communication occurs at a minimum once a week to our families. This is in the main emailed but print copies are sent to those who don't have consistent access to email. The email is information about the week and what is happening in the school. Staff also are able to contact parents directly.
- A Whanau Advisory Group has been established in order to provide parents an opportunity to have input and discuss relevant issues. Meetings have been held and a plan created for term 2.
- Classes are planned for term 2 for the parents and caregivers. These are a Computer in Homes programme and a Maths and your child course. These have been offered to the school community and wider community also.
- Parents feel able to come into school at any time to discuss a child's progress and the designated Whanau area is starting to be used regularly.
- In term 1 we had a Whanau Friday event and attendance was high. Families shared food and we provided a bbq. The highlight was the long waterslide we had which was used constantly for 3 hr by many children.
- Families and community members are starting to be used for the benefit of students and the learning programme.
- Community agencies are becoming more involved in the school. This includes in programmes of social support for students and families.
- An afterschool homework programme will also begin term 2.
- Appendix 2 Policy for Engagement

5.2.2 Provide a list of the partnerships with other educational or community groups the school is involved with.

Partnering Organisation	Description of the Partnership	Level of involvement: # students and/or staff involved; approx hours per month, resources involved etc.
<b><i>Educational Organisations</i></b>		
Mt Hobson Middle School	Sister School	Between 5-10 hours per Month
Schools in the area have all been visited	Relationships developing	
<b><i>Community Organisations and Groups</i></b>		
Elim Church	Landlord and neighbour	Some students involved in Youth group Help form school with different activities
Breakfast Club	Supplier and supporter	Food provided and other support with uniform and needs
Manurewa Marae	Support and Maori culture oversight	Regular contact between parties and involvement

### **5.3 Media**

- 5.3.1 Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).**

Significant press and media coverage on the opening day. This included tv1, tv3 and print articles.

### **5.4 Complaints**

- 5.4.1 Describe any official complaints (written) received by Sponsor. 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. If none were received, please note that.**

None received



## 6. RISKS AND POTENTIAL ISSUES

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6.1 Please detail any risks or potential issues in the table below. *Delete excess rows or insert more rows if required.*

Risk Type	Date Raised	Risk Description	Mitigations
E.g. HR, Property, Financial.	Please provide the date the risk was identified	Please describe the risk	Please describe the actions you have taken to mitigate the risk.
Staff Changes	Feb	Employed staff with change of situation therefore resigning.	Excellent staff employment conditions. Communicate with staff in order to have as much lead time as possible.

6.2 What support do you need to mitigate these risks or potential issues? *Please be specific about any actions or course of actions you may require.*

None identified.
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