



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga



Middle School West Auckland

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 3rd QUARTER

For the period 1 July to 30 September 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	Middle School West Auckland
Year Levels	Years 7-10
Quarter 3 Enrolment Count	113
School Address – Physical	4341 Great North Rd, Glendene, Auckland
School Address – Postal	PO Box 74-276 Greenlane, Auckland 1546
Website Address	www.westauckland.school.nz
Name of Key Contact	Karen Poole
Key Contact email address	trust@villaeducation.org.nz
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Alex Metzger s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	09 972 1744

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:</p> <p>In the last quarter we have made a new appointment to our Board with the addition of Hayley Parsons, as member. Hayley is currently part of the 'Force 4 Families Project Group' whose aim of the group is to deliver the vision of better connecting Defence Families (with NZDF, each other and support services nationwide), and has a long history of community and public service, and experience in the education sector.</p> <p>In addition work has taken place to better understand and build capacity within the Board and the organisation with the services of consultant, Ash Taylor, being utilised to undertake a thorough assessment of the VET Board and its practices. The aim of the exercise being to ensure best practice in the Board's undertakings.</p> <p>[REDACTED] s 9(2)(a) OIA [REDACTED] s 9(2)(a) OIA</p> <p>Staffing needs have changed with the addition of Teacher/Aide staff and a designated Community Liaison Manager, [REDACTED] and a new Office Manager, [REDACTED] being appointed to Pohutukawa Villa (formerly Nga Kakano Villa). This reflects the high level of social support required by this cohort. We are also actively recruiting for replacement staff who left at the end of their fixed term contracts, or as a result of resignations due to the end of the Nga Kakano Trust relationship.</p> <p>The Trust has had reports from the Community Liaison Manager and the Principal at the last Trust meeting and the Academic Advisor and the CEO continue to provide operational and academic oversight. Regular meetings are held with senior staff as well as informal meetings with staff. The Trust continues to play an active role in the School's operations with feedback and governance provided.</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

Response:

Term 3 was marked by both challenges and triumphs for staff and students. These experiences have served as opportunities for both staff and students to grow and to further engage with the Villa Education model.

s 9(2)(a) OIA

The beginning of Term 3 was marked by sadness with the tragic accidental death of well-liked teacher, [REDACTED] funeral was attended by staff, and a large number of students and their families. This provided a good indication of the community building which has already commenced at the school. Counselling and support was provided to staff and students at the commencement of the term and the short-term appointment of a senior teacher meant that students were able to commence Term 3 with little interruption to their academic studies.

The finalisation of the lease agreement at 22 Waipareira Avenue, Henderson, also meant the end of the co-sharing arrangement with Nga Kakano Christian School, with the Nga Kakano Board making the determination to close their School. As with any closure, this did cause some disruption to students and several incumbent staff chose to move on with Nga Kakano. Although this period was challenging, the appointment of [REDACTED] to Community Liaison Manager to Pohutukawa Villa, replacement teaching appointments, and an open forum through various whānau hui, did help to alleviate concerns and feedback from staff and students indicates that we were able to end the term on a confident and positive note.

s 9(2)(a) OIA

Collaborative and innovative learning has again been a highlight of this term with students participating in a Celebration of Learning evening; a trip to the CATS musical (Year 7); students participating, through performance, at the Mt Hobson Middle School Music Night; and the first Inter-Villa Speech competition. These events were very successful and had very good participation and attendance.

Operationally the School continues to meet all requirements under the Agreement, and interactions between the Villa Education Trust and staff continue to work well. The Trust has begun to expand its numbers and there is a focus on growing the capability of the Trust for the betterment of its schools, staff and students.

Staff are as always, key to our success and there are a number of strategies in place to support their development, ensure knowledge sharing, provide support for professional growth and to ensure that all staff are focused on finding the best outcomes for each individual student.

Our responsiveness to operational issues also means that our facilities are kept to a high standard and are fit for purpose for students.

The risks and issues which have been identified have been resolved.

Although Term 3 has had operational challenges, we are very positive about the state of the school and our readiness for Term 4 and beyond. Our assessment of locations for our fourth villa in 2016 is also progressing well and we will continue to work closely with the Ministry on this.

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;			NA
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				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
16.1(s)	the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and	Met		
16.1(t)	the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.	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			
Clause	Requirement	Reason	Remedy

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
Karen Poole	Karen Poole	29/10/15
Insert Name (Title)	Signature (electronic)	Date

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: Effective Governance			
Goal(s)	Measure(s)	Previous Quarter	Current Quarter
Policies	Policies finalised	2 MET	3 MET
Staff Understanding	Appropriate delegation of authority	ONGOING	ONGOING
			We continue to work with staff to ensure a full understanding of our organisations policies.

4.1.2 Objective 2: Effective holistic development with emphasis on academic achievement			
Goal(s)	Measure(s)	Previous Quarter	Current Quarter
Routines	Clear expectations and settled day structure	2 ONGOING	3 ONGOING
Staff and Student Relationships	Openness of conversation	ONGOING	ONGOING
			Good progress made.
			Good progress made.

4.1.3 Objective 3: Relationship Development			
Goal(s)	Measure(s)	Previous Quarter	Current Quarter
Community visitors	Visitors / Community Meetings	2 ONGOING	3 ONGOING
Family involvement	Whānau Support Group	ONGOING	ONGOING
			Good progress made, with visitors from a broad sector of the West Auckland community being engaged.
			Good progress made, with a number of whānau hui being held to engage parents and caregivers.

4.2 Student Achievement

4.2.1 Teaching, Learning and Student Achievement

Please provide commentary on the following questions

- *How is learning time maximised for students?*
- *What focus is placed on student achievement and how?*

Response:

How is learning time maximised for students?

- Our developing school culture reflects a commitment to learning, with enforced and adhered to quiet times for study and class work. This works very well, with students actively engaging with their academic work during our morning programme.
- Individual study periods are also utilised effectively with students understanding the importance of this period for project completion. This is again part of a widely held school culture of individual motivation.
- Academic morning – the timetable is carefully planned for the curriculum subjects of English, Technology, Science, Social studies, Mathematics and independent learning in the morning. Each session has an hour allocated for maximum learning time, the students are only moving from one class to another in a very small area and carry with them all requirements. These four morning sessions allow for the most concentrated focus.
- This timetabling allows for the students to experience the co-curricular learning areas in the afternoon for a longer period of one and three quarter hours. The subjects covered such as Music, Arts, P.E. and Community Learning are able to use that time effectively to maximise the learning, such as practical sessions in Music, the setting up of equipment and so forth in Art, effective warm-up, skills and whole games played in PE and the use of Community learning for experiences outside the classroom.

What focus is placed on student achievement and how?

- Student achievement is targeted at the individual with each student working to their own individual learning plan. This plan ensures that expectations for both student and teacher are realistic and achievable. Students are completely aware of where they are at in every subject and the project work, where they started from and where they are heading to.
- We celebrate and acknowledge the achievements of the students regularly in a variety of ways; certificates, assemblies, emails and communication to parents/whānau.
- MSWA regularly report on student achievement to the parents/whānau. They receive achievement results every five weeks through the project based learning, two reporting periods in the year and their child's Individual Based plan twice a year that documents the achievement record of all project work, subject assessment and standardised tests such as National Standards, PAT results and ICAS results.
- The two (currently) Academic Managers have meetings with parents/whānau to discuss the achievement and learning. This can take the form of a one on one meeting, a family meeting or the whole school reporting evenings such as our Celebration of Learning and our more informal meetings at our family events.

4.2.2 Feedback to students and measuring progress

Please provide commentary on the following questions

- *How do you provide feedback to students on their learning and progress?*
- *How do you monitor and evidence student performance?*
- *How do you measure progress in achieving the learning goals?*

Response:

We have an assessment period every five weeks that includes the assessment of the independent project work and the subject based assessments for the unit of learning.

They receive assessment comments and grades. The students have a reflection process after the feedback and are constantly monitoring their own progress in their achievement and learning. The students make goals at the beginning of every project/unit of work.

Assessment and achievement data is recorded on eTap – through that system we able to track students' progress in every subject and in every project. We can track details as to how many tasks they are attempting and the progress there, the average quality of the each task in a project and the overall grades they are achieving. In subject areas such as English and Social studies, we keep a portfolio of their work from every unit and a student reflection on their learning at every assessment point. In subjects such as Mathematics and Sciences the tests are kept and analysed by the staff.

Staff meet after each assessment period and analyse and discuss the achievement data, work on strategies for improvement and identify barriers to learning and target students. We have regular subject based staff meeting where teachers can discuss specifically the achievement in their particular subject area and analyse data.

4.2.3 Purposeful teaching

Please provide commentary on the following questions

- *How efficient are teachers?*
- *How are lessons structured to ensure clarity of purpose?*
- *How have teachers adapted their teaching practices to suit individual learner needs?*

Response:

- Our teachers are all qualified teachers either fully registered or PRTs working towards the registration.
- Teachers are specialists in their curriculum areas.
- Teachers are collaborative and work effectively as a team to ensure full knowledge of our learners.
- Teachers work within a 'villa' with the 60 students alongside the other teachers in the team, this allows for depth of knowledge of our students and the ability to closely and intimately track the achievement progress and the individual needs of the learners in that group/villa.
- Lessons are highly planned and organised, the holistic nature of the project based curriculum enables the teachers to be always working together as a team and integrating their curriculum area into the concepts of each project.
- Teacher scaffold the project tasks and ensure that they are teaching the skills necessary to succeed in the independent learning.
- The project based integrated curriculum enables students to have a shared focus and clarity of purpose within each unit of work.

- Teachers are acutely aware of the other curriculum areas and work together in an integrated and holistic way.
- Due to the small class sizes and the villa/whānau teaching the teachers are able to adapt teaching practices, share strategies and have in-depth knowledge of the needs to each of the fifteen students in each class.

4.2.4 The school as a learning organisation

Please provide commentary on the following questions

- *What evidence is there of school-based staff development?*
- *What evidence is there that decision making is based on data-driven results?*
- *How is staff development focussed on student achievement?*
- *How do school resources support positive student achievement outcomes?*
- *What evidence is there of teachers and students finding innovative ways of learning?*

Response:

- Staff attend professional development appropriate to either the curriculum area, the project based integrated curriculum, or the individual needs of our students.
- Due to the analysis and discussion of result/achievement levels of our students every five weeks decisions for teaching and learning are made from that data shared with all staff and staff development is based upon the learners and the achievements of each of the students in all areas of the curriculum
- We have the strong project based integrated curriculum to guide our teaching and learning, the curriculum areas supporting that learning and the resources consistently being developed in all areas.

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 2	Current Quarter 3	Comments
0.028 multiplied by the number of Students multiplied by the number of days the School is open	BASELINE: $0.028 \times 123 \times 53 = 183$ ACTUAL: 135 days 74% of the Standard Achieved	BASELINE: $0.028 \times 113 \times 50 = 168$ ACTUAL: 85 days 51% of the Standard Achieved	

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 2	Current Quarter 3	Comments
2.1 days per year per 100 Students	8 days (2 students)	(26 days) 8 students	Eight students were stood down on nine occasions: Student 1 – 5 days Student 2 – 2 & 3 days Student 3 – 4 days Student 4 – 2 days Student 5 – 1 days Student 6 – 2 days Student 7 – 2 days Student 8 – 5 days

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 2	Current Quarter 3	Comments
0.42 days per year per 100 Students	0	1 student	

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 2	Current Quarter 3	Comments
0.15 days per year per 100 Students	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 1: Financial Performance

4.4.1 Operating Surplus			
<i>Metric: Measured through information provided to the Ministry.</i>			
Performance Standard	Previous Quarter 2 (%)	Current Quarter 3 (%)	Comments
2-5%	[REDACTED]	[REDACTED]	Additional costs due to Henderson support. Previously supplied figures for total income and expenditure for Quarters 1 and 2 have been reviewed and updated. These new figures replace those previously supplied.
	s 9(2)(b)(ii) OIA		

4.4.2 Working Capital ratio			
<i>Metric: Measured through information provided to the Ministry.</i>			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
2:1	23.28	26.8:1	

4.4.3 Debt Equity Ratio			
<i>Metric: Measured through information provided to the Ministry.</i>			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
0.5:1	0.04:1	0.04:1	

4.4.4 Operating Cash			
<i>Metric: Measured through information provided to the Ministry.</i>			
Performance Standard	Previous Quarter 2 (\$)	Current Quarter 3 (\$)	Comments
Positive cash flow forecast = actual	[REDACTED]	[REDACTED]	s 9(2)(b)(ii) OIA

4.4.5 Enrolment Variance			
<i>Metric: Measured through information provided to the Ministry.</i>			
Performance Standard	Previous Quarter 2 Roll	Current Quarter 3 Roll	Comments
Establishment Roll (160 students)	123	113	

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 2 Roll	Current Quarter 3 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	123	113	90.3%
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: Avondale 2%; Birkdale 1%; Blockhouse Bay 10%; Glen Eden 10%; Glendene 11%; Henderson 31%; Kelston 4%; South Auckland 1%; Massey 4%; Mt Albert 2%; Ranui 9%; sunnyvale 1%; Swanson 4%; Te Atatu South 8%; Three Kings 1%; West Harbour 2%; Titirangi 2%

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:

Minor maintenance continues to be repaired as necessary and the school community is very proud of the facilities it has. We action things quickly and keep very high standards.

Significant work was undertaken in the term 3 break at Pohutukawa including painting, repairs and re-carpeting.

No Health and Safety issues have been identified.

We are currently working through what the options are for the 4th Villa in 2016. Some progress is being made and we will keep the Ministry informed of developments.

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:

Information is gathered through both formal and informal channels. Informal communication is largely based on feedback from students and parents direct to staff members. Parents and caregivers have access to staff through phone calls, email and face-to-face meetings. The information gathered from Whānau and parents, or their children is used to inform practice and provide support. In addition a formal weekly newsletter is sent either electronically or in hard-copy to all families. Our website is also regularly updated.

Middle School West Auckland have also had numerous Whānau Hui to understand parents and caregivers and listen to what they want for their children. There has also been open communication via our Office Managers in both Henderson and Glendene. These Hui have resulted in the recruitment of additional staff to teach Te Reo language classes, and the addition of a touch team for Pohutukawa Villa, beginning in Term 4. Whānau are seeing the changes and openly communicating with the new Community Support Manager, [REDACTED] and Office Manager, [REDACTED] who provide support to our predominantly Maori students.

s 9(2)(a) OIA

s 9(2)(a) OIA

Further, the role of the Community Liaison Manager is to work closely with families and their children as well as promote the school to the wider West Auckland community. This work has involved utilising different agencies in meeting the needs of children which range from Salvation Army, CYFS, Police youth workers, Te Whānau o Waipareira social workers, Youth Trusts, Private Training Establishments, Church groups, Non-profit organisations and local businesses. Information collected is also communicated to these providers (with the permission of families) to inform and empower families which will not only impact positively but strengthen the families.

From a community perspective, the Salvation Army Whānau Support team met with the School and asked for students and families to be referred to them for mentoring and family support. The Salvation Army currently work with five families in Middle School West Auckland and are providing a service meeting the needs of West Auckland Whānau.

The First Villa Education Trust Speech Competition was held in Middle School West Auckland,

5.2.1 The parents, family, whānau, iwi & community engagement plan

Glendene and included a number of speakers from all three Villas, South Auckland Middle School and Mt Hobson Middle School. Students were notified of the upcoming speech competition in week 8 of Term 3. Parents were informed by School notices. More than 180 people attended the event and observed a great occasion of passionate speakers on a range of topics from 'Proud to be Maori' 'Human trafficking', 'Bullying', 'Racism'. There were two Maori Te Reo speakers and [REDACTED] who spoke on the topic of 'Proud to be Maori' was placed first. This was a successful event and Pohutakawa performed Maori songs and a haka.

s 9(2)(a) OIA

Anecdotal feedback would tell us that we are engaging with a large number of our parent and caregiver stakeholders. However, we are aware that this is ongoing and that we must be committed to regular feedback and communication and hold this as a priority.

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.

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved, approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
<i>Mt Hobson Middle School</i>	Sister school	Between 5-20 hrs per month
<i>South Auckland Middle School</i>	Sister School	Between 5-20 hours per month
<i>Pacific Advance Senior School</i>	Information sharing / Pathway development	Between 1-2 hours per month
<i>Vanguard Military School</i>	Information sharing / Pathway development	Between 1-2 hours per month
<i>Schools in area</i>	Pathway development	Between 5-10 hours per month
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Church Unlimited</i>	Landlord	Between 2-3 hours per fortnight
<i>Auckland West Elim Church</i>	Ongoing	Between 1-2 hours per month
<i>Avondale Police</i>	Ongoing	Between 1-2 hours per month
<i>CYFS</i>	Developing	As required
<i>HealthWest</i>	Ongoing	Between 1-2 hours per month
<i>Henderson Baptist</i>	Ongoing	Between 1-2 hours per month
<i>Glendene Congregational Church</i>	Developing	Between 1-2 hours per month
<i>Glen Eden Pacific Island Church</i>	Developing	Between 1-2 hours per month
<i>Glen Eden Methodist Church</i>	Ongoing	Between 1-2 hours per month
<i>Hoani Waititi Marae</i>	Ongoing	Between 1-2 hours per month
<i>Kauri Trust</i>	Developing	Between 1-2 hours per month
<i>LIFEWISE</i>	Ongoing	Between 1-2 hours per month
<i>MOE Special Education Team</i>	Ongoing	As required
<i>National Party</i>	Developing	Between 1-2 hours per month
<i>NZ Chess</i>	Developing	Between 1-2 hours per month
<i>NZ Police (including the Youth division)</i>	Ongoing	As required
<i>Pasifika Network West</i>	Developing	Between 1-2 hours per month
<i>Quest Ministries</i>	Ongoing	Between 1-2 hours per month

Ranui Community House	Developing	Between 1-2 hours per month
Ranui Library	Developing	Between 1-2 hours per month
Ranui Pacific Island Church	Developing	Between 1-2 hours per month
Ranui Youth Network	Ongoing	Monthly Meeting
Salvation Army (including the Whānau Team and Social Workers)	Ongoing	Between 1-2 hours per month
Sport Waitakere	Ongoing	Between 1-2 hours per month
St Andrews Church Henderson	Developing	Between 1-2 hours per month
St Giles Church	Developing	Between 1-2 hours per month
Te Atatu Union Church	Developing	Between 1-2 hours per month
Te Wananga O Aotearoa	Developing	Between 1-2 hours per month
Violence Free Waitakere	Ongoing	Between 1-2 hours per month
VisionWest	Ongoing	Between 1-2 hours per month
Waitemata Seagulls Rugby League Team	Developing	Between 1-2 hours per month
Whānau o Waipereira Trust	Ongoing	Between 1-2 hours per month
Westforce Credit Union	Developing	Between 1-2 hours per month
Work and Income	Ongoing	Between 1-2 hours per month

5.3 Media

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

ORGANISATION/OUTLET E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.	NATURE OF STORY	WEB-LINK (if available online) E.g. to a news website, Radio NZ, You Tube.

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 e.g. family, parent, community group	NATURE OF COMPLAINT	RESOLUTION	UPDATE
Parent	Questioning follow-up and behaviour incidences	Family meeting with independent mediator	Fully resolved.
Parent Group	Some parents requested	Several meetings and	Fully resolved and

	clarity of what MSWA offers and the differences from other schools.	discussions with parent reps who reported back. MOE support in these meetings.	concerns mitigated.
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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
None		

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 changes made.

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 2: 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:

Please refer to appropriate appendix.

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:

Please refer to appropriate appendix.

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	Please detail any support you require from the Ministry to manage the risk. Please be specific.
001	01/09/2014	Strategic	Potential loss of capacity and intellectual property through the prolonged absence or loss of key personnel: Karen Poole and Alwyn Poole as identified by the Ministry in 2014.	Sponsor	Current	Ongoing training of an Assistant to the Business Manager will increase shared intellectual property capacity and improve the ability of the Business Manager to take time out from the business. Greater shared responsibility at the Principal/Academic Leader level will further reduce the risk associated with the loss of the Academic Manager.	Ongoing training and development of the Assistant to the Business Manager role. Regular and ongoing Academic Leadership Team meetings (commenced) Greater delegation across the Marketing/Development space also spreads IT implementation of a Transitions and Development Project and Staff Intranet will also increase information flow.	Unlikely	Very High	The sponsor is working hard to ensure a greater spread of intellectual property essential to the continuation of the business. This is progressing well.	Ongoing	None at this stage.
002	01/03/2015	Strategic	Identified need to expand Trust and grow capability and diversity.	Sponsor	Current	Replacement of board member who resigned. Active recruitment process in place for new board members.	Recruitment process, and resulting training and induction of board members to take place by mid-year 2015.	Unlikely	Low	Progressing well.	Ongoing	None at this stage
003	1/5/15		Nga Kakano relationship	Sponsor	Current	Issue resolved with MOE decision, and Nga Kakano Trust decision to close school.	Legal advice sought, active engagement with MOE to resolve issue. Issue now deemed to be resolved.	Low	Low	As required	Ongoing	None at this stage.

6.2 Issues Register

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

#		Identifying the Issue			Analysing the Issue		Evaluating the Issue			Support from the Ministry
Issue No.	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the Issue. Please be specific.
001	1/02/2015	Reputational	Principal, James Haggett, was identified in the media as being under investigation by the Teachers Council.	Sponsor	Closed	Low	VET met with Mr Haggett and provided support whilst gaining an understanding of the issue. This was resolved with the resignation of Mr Haggett on 03/02/2015.	Mr Haggett has been successfully replaced by experienced leader, Alex Metzger.	Not required	None.
002	1/5/15	Reputational	Relationship breakdown with Nga Kakano Trust. Lease for Henderson being signed with Villa Education Trust.	Sponsor	Closed	High	A staff member released confidential information to Media. Significant incorrect information made public. Issue resolved with Nga Kakano Trust terminating relationship and agreeing not to pursue a sublease from VET and the staff member in question has since resigned.	Legal advice being sort. No further action being planned at this time.	As required	Ongoing information updates to be fully informed.
003										

Middle School West Auckland Financial Performance Quarterly Reporting

Quarter 3 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	481,011	500,511	496,823		
Total Expenditure for Quarter					
Operating Surplus					
§ 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	22.94	23.28	26.8:1		
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.04	0.04	0.04:1		
§ 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	134	123	113		
Financial Statements Attached	P and L	P and L	P and L		

Certification

I certify that Villa Education Trust is solvent and will remain solvent.

Signed

Name: Karen Poole

Date: 30/4/15