



HE PUNA MARAMA
TRUST

Te Kura Hourua o Whangarei Terenga Paraoa

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	Te Kura Hourua o Whangarei Terenga Paraoa
Year Levels	Year 9 to Year 13
Quarter 3 Enrolment Count	77
School Address – Physical	185 Lower Dent Street, Whangarei
School Address – Postal	PO Box 6020, Otaika, Whangarei
Website Address	www.mokonz.co.nz
Key Contact email address	[REDACTED] s 9(2)(a) OIA
Key Contact phone number	09 4388422
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews
School Leader/Principal email address	n.matthews@mokonz.co.nz
School Leader/Principal phone number	09 4388422

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>No changes to the Organisational Structure since last Quarterly Report.</p>

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

Consider the following:

- *An evaluation of your overall performance for the last quarter.*
- *Outlining any organisational changes which have had a significant impact on the school.*
- *Outlining the successes the Sponsor has had. This could relate to targets in the Performance Management Framework or other milestones regarding property, whānau engagement etc.*
- *Outlining any of the Minimum Requirements which the Sponsor has not met or is not meeting.*
- *Outlining parts of the Performance Management Framework in which the Sponsor has been successful in meeting or exceeding.*
- *Any significant risks or issues.*

Response:

The main focus this Quarter has been on academic achievement with our senior ākonga working towards the goals and targets in their personalised learning plans. In general we have made very good progress towards those ākonga achieving NCEA at their own respective level. We continue with our school wide focus on literacy in each individual subject area. A major event was a group of senior ākonga that had a cultural exchange with Oak Park River Forest High School in Chicago during the school break. The trip was organised by a Fulbright scholar who visited with us last year and is a teacher at the school.

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

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

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

- We competed at the Tai Tokerau Regional Kapa Haka Competition.
- Our junior boys won the Northland junior volleyball tournament.
- Our Level 1 & 2 PE students have been participating in the Leadership Through League programme run by Northland Rugby League.
- Our Year 10 ākonga began their Māori Art programme with Te Wānanga o Aotearoa held each Friday morning.
- We had ākonga attend an Automotive Engineering course taught through NorthTec.
- We had ākonga attend a 5 day agriculture course taught through Taratahi Agricultural Training Centre.
- We had ākonga attend a Barista course taught through The Learning Place.
- Hui Whakapiki were held for all senior ākonga.
- Reports were provided for all senior ākonga.

Our partnerships with NorthTec, The Cut Above Academy, Taratahi Agricultural Training Centre, The Learning Place and Te Wananga o Aotearoa are going well and these allow us to supplement our curriculum to suit the individual needs of our students, particularly in the provision of Māori Art and specific NCEA vocational orientated education.

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;	✓	✓	✓
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	✓		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	✓		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	✓		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	✓		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	✓		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	✓		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	✓		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	✓		
16.1(j)	any transport required is provided as described in Schedule 3;	✓		
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	✓		
16.1(l)	the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	✓		
16.1(m)	the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;	✓		
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;	✓		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	✓		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	✓		
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	✓		
16.1(r)	the Sponsor reports to the public in accordance with clause	✓		

3.1 Compliance with Minimum Requirements				
<i>Clause</i>	<i>Requirement</i>	<i>Met</i>	<i>Not Met</i>	<i>N/A</i>
	<i>18.4 of this Agreement;</i>	✓	✓	✓
16.1(s)	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>	✓		
16.1(t)	<i>the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.</i>	✓		

Please identify in the table below if there have been any Minimum Requirements that have not been met during the last quarter. Insert more rows as necessary.

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

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
s 9(2)(a) OIA Raewyn Tipene (CEO)		29/10/2015
<i>Print Name (position)</i>	<i>Signature (electronic)</i>	<i>Date</i>

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1 Objectives from your Agreement

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

- The goal(s) of each Objective.
- The measures used to assess achievement of each goal of the Objective.
- If the measures were met in the PREVIOUS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
- If the measures were met in THIS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
- Please provide comment(s) on your performance this quarter and the focus, if any, for the next quarter.

The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Student Engagement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below. Note, where there is some overlap between your Objectives and the Performance Standards please complete the relevant Performance Standard section below. There is no need to repeat information in the Objectives section; instead please direct the reader to the appropriate section.

4.1.1 Objective 1: Participation				
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
Attendance	Consistent attendance at Kura	MET	MET	

4.1.2 Objective 2: Engagement				
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
See section 4.3 below as part of the Performance Standards reporting.				

4.1.3 Objective 3: Retention				
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
Stability of Roll	Stable number of students enrolled at the Kura.	MET	MET	
Meet minimum roll requirement	Number of students enrolled at the Kura.	MET	MET	

4.1.4. Objective 4: Student Achievement				
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
See section 4.2 below as part of the Performance Standards reporting				

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:

One of the main ways we maximise learning times for our ākonga is by using co-constructed Personalised Learning Plans that create a learning pathway for the ākonga to reach their goals. Built in to this, and our timetable, are independent learning times that allow the individual ākonga to manage their learning and prioritise the work they want to complete. This not only develops good work habits but ensures that “Kura time” is used as efficiently as possible.

The Personalised Learning Plan also ensures that our senior ākonga have a clear focus on their achievement. This achievement is monitored regularly to ensure appropriate progress is being made. If progress isn't satisfactory then strategies are developed and implemented to support the ākonga.

Our junior ākonga are tested regularly, both summative and formative, and based on these results our pouako develop learning strategies and plans. Furthermore there is the option that ākonga can be entered into our Literacy and Numeracy enhancement programme.

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:

Ākonga get regular feedback on their progress both verbally and written as part of the regular teaching and learning associated with NCEA and the junior programme. More formal written reports are also provided to whānau as part of the annual reporting cycle.

We monitor student progress using our SMS (KAMAR) and in particular the achievement results for NCEA and the eas-ttle testing results for the juniors. Furthermore student progress/achievement is a permanent agenda item for our weekly staff hui. We use formative and summative assessment and Overall Teacher Judgment (OTJs) to measure progress, as well as the NCEA and e-AsTTLe results noted above.

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:

Lessons are structured so that Units of work have clear connections and ākonga are able to link the information from previous lessons with current. Lessons begin with a clear Learning Outcome at the beginning from which ākonga and pouako can reflect on and assess whether or not this has been reached.

We employ ako as our fundamental learning approach and all pouako are working to ensure that their teaching practices align with this particularly in regard to being relational and discursive. This is a Kura wide approach to teaching and learning aimed at meeting the needs of our ākonga, collectively, and as individuals.

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:

We have our staff structured into three groups based on the three pou that underpin our philosophy. Within these groups pouako work together to reflect and develop their individual and collective teaching practice. Each group has at least one senior pouwhakaako who leads this school-based development. From this we then access external PD options.

We use testing, and the data gathered from this, to make decisions around the individual programmes of our ākonga. This includes using the literacy and numeracy support programme and decisions around workload and doing external examinations. Our staff development by its very nature is focussed on student achievement in that we look to develop the capability of our pouako both in their discipline knowledge, their teaching practice and the provision of NCEA.

We have a number of innovations of learning including integrating the curriculum areas into one subject that focuses on various skills: English and Social Science is one example. Integrating matauranga Māori across the curriculum so that ākonga can see themselves in what we teach and the way we teach it. We also look to use various forms of presentation to allow for ākonga that have strengths in different areas. For example, this year we have used spoken word poetry in our English curriculum.

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	0	0	

STAND DOWNS

Definition: Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

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 100 students	5 days (1 student)	0	

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 100 students	0	0	

EXCLUSIONS

Definition of EXCLUSION: Exclusion means the formal removal of a student aged under the age of 16 from the school and the requirement that the student enrol elsewhere.

4.3.3 Exclusion (for students under the age of 16)			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0.15 days per 100 students	0	0	

EXPULSIONS

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

4.3.5 Expulsions (for students over the age of 16)			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0	0	0	

4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section 2.3 of chedule 6: Performance Management System of your Agreement.

See Appendix 1: Financial Performance

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (%)	Current Quarter 3 (%)	Comments
2-5%			

s 9(2)(b)(ii) OIA

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
2:1	36.26:1	28.93:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
0.5:1	45.91:1	51.61:1	

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

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (#)	Current Quarter 3 (#)	Comments
70	75	77	

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%	75	77	100%
Comments (if any):			
All ākonga are Māori.			

4.5.2 Student Enrolments
Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
Response: Whangarei District Council 76.32% Far North Regional Council 18.42% Kaipara District Council 2.63% Auckland City Council 2.63%

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:

We have not undertaken any significant renovations or site development since our last quarterly report. Our teaching and learning spaces are serving our purposes well and creating a very positive and flexible learning environment for our students. We have plans for a medium-long term development of our site in order to provide appropriate facilities for the growing number of students. The Trust has purchased an adjoining building to our main Kura space that will allow for the roll growth required for 2016. Refurbishment of this property will begin before the end of Term 4.

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

Please provide some information on the implementation of your parents, family, whānau, iwi and community engagement plan. Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- *How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?*
- *How effectively does the school consult with parents, family, whānau, iwi and the community?*
- *How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?*
- *How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?*
- *How well does the school communicate key information to parents, family, whānau, iwi and the community?*
- *How effective does the school report to parents, family, whānau, iwi and the community?*
- *To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?*
- *How well does the school engage with families of priority learner groups including Māori, Pasifika, students from low socio economic backgrounds and students with special education needs?*

Response:

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

In Term 3 2015:

- All whānau received the whānau handbook at the initial pōwhiri that outlines Kura policy, procedure etc.
- We held an end of term celebration to showcase ākonga achievements from the Term this also provided a formal and informal forum for whānau to feedback.
- Weekly panui were emailed, and provided in hardcopy if needed, to all whānau.
- We have a Kura facebook page that is regularly updated with information on Kura events and activity.
- All senior ākonga (Year 11-13) had hui whakapiki with the pouako. We had a 90% turnout for this.

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

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

5.2.2 Community and educational partnerships

Please provide a list of the partnerships with other educational or community groups the school is involved with.

<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</i>
EDUCATIONAL ORGANISATIONS		
NorthTec	By contract provide tertiary education. Through STAR access specific training.	Ongoing collaboration. Automotive engineering Driver Education
Te Wānanga o Aotearoa	By contract provide Māori Art classes for all year 9 ākonga	4 hour art classes held once weekly each. 22 ākonga
CareersNZ	Working together to develop career advice and planning.	Pouwhakahaere and Careers NZ staff.
Cut Above Academy	By contract for beauty therapy course.	7 senior ākonga, 2 week course held over successive school holiday breaks.
Taratahi PTE	By contract for agriculture course.	12 senior ākonga, 2 week course held over successive school holiday breaks.
The Learning Place PTE	By contract for hospitality course.	8 senior ākonga attended a 2 day Barista course.
COMMUNITY ORGANISATIONS AND GROUPS		
Octane Youth Health	A medical clinic for youth	Whānau have enrolled for GP services.
Far North Crossfit	Fitness Training	7 students
Crossfit Whangarei	Fitness Training	3 Weeks for our senior netball team.
Whangarei Family Planning Clinic	Staff members providing seminar sessions with students.	2 sessions with our Year 9 and Year 10 ākonga around girls around personal and sexual health.
Whangarei District Council	Ongoing relationship for mutual support.	As required
Hihiaua Trust	Ongoing relationship related to the development of the Hihiaua block as a Māori culture and education site	As required
New Zealand Police – School Community Officer	Have met with Mario Kake and he has visited the Kura. Looking to develop a positive relationship between Kura, ākonga and the NZ Police.	As required

5.3 Media

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

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

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 e.g. family, parent, community group	NATURE OF CHALLENGE UNDER IRP	RESOLUTION

5.6 Policies for ensuring a safe physical and emotional environment for Students

Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.

Response:

N/A

6. RISKS AND ISSUES

Please complete the Appendix for this section. Please summarise any risks and issues in the box(es) below. If no risks or issues have been identified, please note this below. You do not need to provide an Appendix if no risks or issues have been identified.

See Appendix 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:

Public perception impacts on our ability to attract quality staff given we are in a small market in Northland.

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:

Continued negative media attention that creates a public perception of us that is a risk to our ability to operate at the level we desire.

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		
#	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
001	February 2015	Capability	Our ability to attract appropriate teaching staff.	Sponsor	Open	We use our networks to promote our Kura, advertise widely and frequently.		Likely	Moderate	This is ongoing for us given we are in a small town.	End of year
002											
003											

6.2 Issues Register

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

Identifying the Issue				Analysing the Issue			Evaluating the Issue			Support from the Ministry
#	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.
001	May 2015	Reputational	Continued biased media attention	Sponsor/Not	Open	High	Throughout 2015 we have been subject to reports on our operation in the media. These have been one sided and biased against us in their presentation.	We have chosen to keep a low profile where possible while still addressing the reports where appropriate. We also use our local media where possible to present a 'fairer' view of our operation.	End of year.	Continued support to mitigate negative publicity about Partnership Schools and with Teachers Unions.
002										
003										

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

Quarter 3 - 1 July 2015 - 30 September 2015

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	551,482	585,552	588,748		1,725,782
Total Expenditure for Quarter					
Operating Surplus					
	s 9(2)(b)(ii) OIA				
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	19.13:1	36.26:1	28.93:1		28.93:1
	s 9(2)(b)(ii) OIA				
Total Liabilities					
Total Equity					
Debt Equity Ratio	23.78:1	45.91:1	51.61:1		51.61:1
	s 9(2)(b)(ii) OIA				
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	74	78	77		77
Financial Statements Attached	/	/	/		

Note: 1. Majority of the surplus is required to cover planned as yet unrealised expenditure in the future periods.
 2. Reduction of current assets in 3rd quarter is due to construction work in progress.

Certification

I certify that He Puna Marama Trust is solvent and will remain solvent.

Signed _____

Name:

Date: