

Vanguard Military School

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT –3rd QUARTER

For the period 1 July to 30 September 2015

CONTENTS PAGE

- 1. BASIC INFORMATION ABOUT THE SCHOOL 3
- 2. EXECUTIVE SUMMARY FOR THE MINISTER 4
- 3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT 5
- 4. PERFORMANCE MANAGEMENT FRAMEWORK 7
 - 4.1 Objectives from your Agreement 7
 - 4.2 Student Achievement 9
 - 4.3 Student Engagement 14
 - 4.4 Financial performance 16
 - 4.5 Targeting Priority Learners 17
- 5. OPERATIONAL MANAGEMENT 18
 - 5.1 Property 18
 - 5.2.1 The parents, family, whānau, iwi & community engagement plan 19
 - 5.2.2 Community and educational partnerships 20
 - 5.3 Media 20
 - 5.4 Official Complaints received by the Sponsor 21
 - 5.5 Challenges received under the Independent Review Framework (IRF) 21
 - 5.6 Policies for ensuring a safe physical and emotional environment for Students 21
- 6. RISKS AND ISSUES 22
 - 6.1 Risks 22
 - 6.2 Issues 22

1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

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

1.2 Organisational Structure

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.

Consider the following questions:

- 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?

Response: There have been no changes in the managed roles of the Sponsor, governance and management. The Sponsor and the Advisory Board continue to meet monthly with the CEO and Principal to give direction as well as be updated on the progress of the school.

The key measures that are in place are that the CEO and Principal must report to the Advisory Board on areas such as the required compliance by organisations such as ERO, NZQA and the Ministry of Education. They must provide up to date financial accounts for that month and the year to date so that these can be discussed and they must report on student achievement, the staff and resources from the schools operation.

Vanguard Military School has increased its staffing levels by employing an additional two registered teachers. One in Maths and one in English. This is reflected in the attached organisational chart (Appendix 1).

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

Consider the following:

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

Response:

Vanguard Military School is very pleased with its 3rd Quarter for 2015. Nearly all of our Level 2 and Level 3 students have now gained their NCEA qualifications and can concentrate on external exams whilst our Level 1 students are on track for a similar result to what was gained in 2014. We are also on track to graduate our first University Entrance students.

Students continue to exit our school, graduating with solid qualifications in the areas of Maths, English and Science which are making them attractive to employers and have ease of access to higher education courses particularly the trades. We continue to have a good relationship with the New Zealand Defence Force with several more of our students being accepted for service. This is in line with our mission of producing productive citizens for New Zealand.

There have been minor changes to our organisation as we bring in more teachers and train them to our systems as we expand and continue to increase our roll. It is expected that we will have a roll of 170 for 2016 which is above our anticipated target.

The school continues to review itself and its operating systems in its quest to continually improve. Reviews of all subjects will take place at the end of 2015 to allow for feedback and promote our Vanguard way of doing things, earmark where future resourcing should be targeted and address any areas of concern.

The school has again met the minimum requirement standards.

THE MINIMUM REQUIREMENTS OF THE AGREEMENT


Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	Met		
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	Met		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	Met		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	Met		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	Met		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	Met		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	Met		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	Met		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	Met		
16.1(j)	any transport required is provided as described in Schedule 3;	Met		
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	Met		
16.1(l)	the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	Met		
16.1(m)	the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;	Met		
16.1(n)	the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement;	Met		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	Met		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	Met		
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	Met		
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	Met		

3.1 Compliance with Minimum Requirements				
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.		
Nick Hyde (CEO)	s 9(2)(a) OIA 	12/10/10
Insert Name (Title)	Signature (electronic)	Date

3. PERFORMANCE MANAGEMENT FRAMEWORK

4.1 Objectives from your Agreement

4.1.1 Objective 1: Participation			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Student attendance meets the metric in the Agreement	Unjustified absent days are below the formulated contract figure	MET	MET
			Comments

4.1.2 Objective 2: Engagement			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Students have pride in their school and are committed to it	Sports teams are organised, represent the school well and never default.	MET	MET
The School is well represented at community functions.	ANZAC Day and any other event we are invited to are well attended and behaviour meets are code of conduct.	MET	N/A
			Comments

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

4.1.4. Objective 4: Student Achievement				
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
PSKH performance standards for NCEA results.	Completed NCEA Qualifications are expected to be 86.8% at Level 1 and 77.8% at Level 2 in 2015.	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Level 1 students are expected to be above the required 86.8% mark, Level 2 have already exceeded the required mark and in addition our Level 3 students have also been very successful with our first UE students expected to graduate at the end of 2015.
To assist students whose previous NCEA experience was not successful.	The number of students who had previously failed at NCEA who have now passed at Vanguard.	PROGRESSING TOWARDS	MET	At this stage 12 students who had previously failed their NCEA have now passed at Vanguard this year.

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:

Learning time for students at Vanguard is maximised in the following ways:

- The schools approach to having a structured and disciplined learning environment means students are required to follow the schools protocols about entering and exiting the classroom, being on time and expected behaviour in class. All of this allows classes to run smoothly and therefore the lesson time is taken up with teaching and learning as opposed to classroom management.
- Vanguard runs additional classes during the usual school holidays. Most of these classes are compulsory for the selected students.
- Staff make themselves available for additional learning before school, during breaks and after school.
- Our timetable is flexible which allows us to shift students from PT to do additional academic lessons when needed.
- By structuring the school to have small class sizes it allows individual students to get more attention.

A huge focus is placed on student achievement at Vanguard in the following ways:

- All students are monitored on a spreadsheet which records all of their subjects, the standards they will sit and their results. It monitors their numeracy and literacy as well as the overall amount of credits. It allows for the school to assist any student if they are struggling and also allows staff to assist students for endorsements.
- High expectations are placed on all students to achieve. This is reinforced at assemblies, our RDC program and even our PT sessions.
- Students earn ISC points for their section if they pass assessments with Merit or Excellence grades. This motivates students to work hard in all areas of learning at Vanguard.
- The school holds Graduation at the end of each year and gets every student who achieves to walk across the stage and receive their award. This accolade is used as a motivational tool to improve student achievement.

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:

Feedback is provided to students in the following ways:

- All students have to sign for their grades once an assessment is finished and marked. This informs the student of their level of achievement and allows for discussion between the teacher and student about that grade.
- School Reports are emailed to parents at the end of every term. The reports show all the assessments sat and the grades achieved in them. The reports also show the progress a student has made towards their NCEA qualification.
- Staff are constantly providing feedback on student learning and progress in their classrooms and at informal discussions throughout a normal school day.

Student performance is monitored and evidence kept in the following ways:

- The CEO has a spreadsheet that monitors every student's academic performance in all subjects as well as Head of Subjects monitoring students.
- Evidence of the student performance is kept by the school for 12 months after the assessment on file. All assessments are moderated by having an additional teacher mark and review them, in many cases this is done by teachers outside of Vanguard.
- Marks are submitted through the student management system.

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:

Teachers at Vanguard are considered very efficient. This conclusion is based on the analysis of a number of identified factors:

- **The average level of student academic development for enrolling students at Vanguard over the last two years in regard to the NZC key competencies, has been at least one and a half curriculum levels below the NZC expected average. In the areas of Language, Thinking and Managing Self, this deficit in many students is in excess of two full curriculum levels. For the Vanguard teachers to achieve the performance results that they have achieved over the last two years in the standard school year timeframe, clearly indicated a very high level of efficiency.**
- **The effective learning results achieved by students at Vanguard in 2014 and again in 2015, have been exceptional, considering the level of development needed by the majority of**

students enrolled. These results clearly indicate a very high level of efficiency by the Vanguard Staff.

- **The affective learning component at Vanguard has been exceptional.** Students' that could only manage a 20% to 30% attendance rate at their previous school, have consistently achieved above 95% attendance at Vanguard. (Less than 5% unjustified absence) When asked, recruits explain that they now attend school regularly because they enjoy school and that they cannot get away with truancy. Teacher efficiency with regard to absence follow-up can be seen as the reason for this.
- **The average teaching experience of the Vanguard teaching staff** is around fifteen years. This level of experience is uncommon and suggests that with this level of experience comes a good degree of efficiency.

Vanguard lessons are structured in such a way as to ensure clarity of purpose. The following factors play a large part in ensuring this:

- **The academic programme and most theory lessons are time tabled into the earlier part of the day** with practical lessons and Physical Training being done in the afternoons. This allows for the best levels of focus and concentration, as well as motivation to achieve the lesson objectives.
- **All standards at Vanguard are selected with purpose**, and students are taught using a large amount of instructional style teaching. This ensures that students' are aware of and understand the importance of what they are trying to achieve in any one or collection of lessons, thus the level of motivation to learn and achieve the lesson objectives is maximised.
- **All subjects use well-structured work books.** This ensures clarity of purpose for all students.
- **Lesson structure at Vanguard is standardised as much as possible.** This develops good routines and students' become familiar with lesson process. For example, entering the class the same way and exactly on time for every lesson. Each lesson starting with a recap of work covered the lesson before and the aim of the lesson reinforced, all contribute to ensuring clarity of purpose for all lessons.

Teachers have adapted their teaching practices to suit individual learner needs in the following ways:

- Teachers have become familiar with teaching very small class, which allows maximum teacher attention for each student.
- Teachers have learned to present small manageable chunks of learning content to the students, to optimise understanding and confidence through achievement for all students.
- Teachers have become more familiar with the required instructional style of teaching at Vanguard and in using their teaching experience to at times combine a number of different learning styles in one lesson.
- Teachers have the school's processes and protocols to use when needed to optimise individual learner needs. For example, sections of work can be extended for entire classes or for individuals, if the required learning objectives are not achieved in the planned timeframe. The school accommodates individual call-back of any students needing extra time to achieve any given learning goal during the school term breaks.
- All teachers offer all students unlimited one on one tuition when needed.

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:

Evidence of school-based staff development include.

- All staff have learned and now function within the Vanguard learning organisation using the organisation's unique educational model. The evidence of staff development is clearly indicated by the staff's ability to manage the school using this unique educational model to the very high standard that they do.
- The school maintains a Professional Development log of all development presented.
- All staff are formally observed in their teaching environment by both the Principal and the CEO, using a template that reflects the requirements of the organisation.
- All staff participate in annual appraisal.

Evidence of decision making based on data-driven results include.

- Almost all decisions at all levels of the school are based on achievement outcomes. The school is acquiring more and more data that is continually being use for review purposes and to assist ongoing decision-making. Not only are the processes and procedures of the school being refined, but how to best teach our specific demographic of student population is continually being modified to improve performance and thus achievement.
- Use of attendance data for student management decision making.
- Use of NZQA moderation feedback data for standard selection and standard improvement decisions.
- Use of student achievement data for all decision making regarding customising student learning at the school.

Staff development focused on student achievement would include.

- All staff have been developed in the specific area of student management at Vanguard. This staff development is aimed at optimising their ability to promote the affective learning focus of the school. The improved behaviour of the students can be directly linked to the improvement in their achievement levels.
- All staff have been developed in the area of instructional style teaching. This has shown a huge improvement in the academic achievement levels of all students at the school.
- Developing staff in the optimal use of the organisations flat management structure has promoted greater understanding and improved their leadership ability. This ability has contributed to the school's decision making process, and this has in turn greatly promoted student achievement.

The school's comprehensive recourses support and promote student achievement outcomes in the following ways.

- They reduce barriers to attendance. For example, free transport to school, thus students that attend school regularly will tend to have greater achievement levels.
- They reduce parent financial pressures. For example, free uniforms, free food at school, free transport, free exam fees, all stationary supplied, all computes and IT supplied, allows students to focus more on achievement at school.

- They allow staff to use the optimal methods of teaching for any individual or group of students. For example, resources will be provided on request for even a single student.

Evidence of teachers and students finding innovative ways to learn would include.

- Cross curricular learning. For example, science students gathering their science data while doing Physical Training.
- The use of an entire year level two day camp that incorporates achieving credits in four different subjects greatly boosts motivation to learn and self-confidence.
- The use of an Intersection Competition for the entire school every Friday afternoon, promotes innovation, motivation and student learning.
- The use of a military ethos within the school system to improve discipline and attitude, greatly motivates students.
- Teachers going to a student's home to collect them for school when they have not arrived on time.
- The use of instructional style teaching is innovative in the modern educational environment.
- The use of the all school activity days that focus on teamwork, never giving up and endurance, motivates students and build self-worth, self-confidence, a sense of belonging and a sense of achievement.

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: $0.028 \times 123 \times 51 = 175.6$ ACTUAL: =100 56.95% of the Performance Standard	BASELINE: $0.028 \times 85 \times 56 = 133.28$ ACTUAL: =126 94.53% of the Performance Standard	Vanguard is within the required performance standard for quarter 3.

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 hundred students	4 Days (4 students)	5 Days (5 students, 1 day each)	

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
.42 days per hundred students	0	2 students	

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	

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	2 students	

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 1a: Financial Performance, Appendix 2b: Balance Sheet and Appendix 2c: Profit and Loss

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

§ 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	15:1	7.8:1	

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	0.04:1	0.08:1	

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			

§ 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
144	123	85	Here is a breakdown of the 38 students who have moved on over the quarter. 32 out of 38 left after graduating with their NCEA qualification. There were 4 Level 1's, 17 Level 2's and 11 Level 3's. Their destinations are as follows. Full time employment 20.

			Further education 10. Unknown 8. Of the 6 students that left without their qualification 4 moved out of the area to attend other schools and 2 were expelled.
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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	85	76%
Comments (if any):			

4.5.2 Student Enrolments

Please provide in percentages the geographical locations where you are drawing your students from.

Response:	South Auckland	39%
	North Shore	23%
	West Auckland	19%
	Kaipara / Rodney	19%

4. OPERATIONAL MANAGEMENT

5.1 Property

Please provide information on your school property. Consider the following topics in your response:

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

Response:

The property continues to be well maintained by ourselves and the landlord. There are no additional requirements for the property to deal with the estimated roll of 170 next year and the current classrooms and facilities are all supporting the delivered curriculum. In addition the school has purchased and installed an additional shower block for boys and girls. There are no health and safety concerns regarding the property. Long term we will continue to look for a home for the school that does not require us to be leasing a property.

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

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

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

Response:

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

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

Reporting has been in line with our policy and has given parents information 4 times a year on a student progress. Parent/Teacher evenings have also been held to discuss the progress. Information is constantly shared either by direct email, our facebook page or our website.

A parental survey and the school wellbeing survey were conducted in 2014 which allowed parents, students and the school to better understand how we are all feeling about the 2014 year and allow discussion on how areas that we might improve on. This is currently being organised for Term 4, 2015.

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

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

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

5.2.2 Community and educational partnerships

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

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
Physical Education New Zealand (PENZ)	PE Association	Teacher and Curriculum PD
Northern Area Region Association for Teaching English (NARATE)	English Association	Teacher and Curriculum PD
New Zealand Association of Maths Teachers (NZAMT)	Maths Association	Teacher and Curriculum PD
Auckland Secondary Schools Principals Association (ASSPA)	Principals Association	
Auckland Secondary Schools Heads Association (ASSHA)	Principals Association	
COMMUNITY ORGANISATIONS AND GROUPS		
Bays Youth Trust	MOU	Provide Careers and Guidance Support for students
Greenhithe Community Trust	MOU	Provide facilities for the community
Westpac	Business Association	
Passrite	Business Association	

5.3 Media

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

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 <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
N/A		

5.5 Challenges received under the Independent Review Framework (IRF)

Please list any instances where students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School.

- Please refer to *Schedule 8: Independent Review Process Framework (IRP)* of your Agreement.
- List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.
- This summary should describe each challenge in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each challenge has been resolved under the IRP.
- Do not attach copies of challenges under the IRP or your response(s) to complainants.
- If no challenges have been received, please state this clearly below

COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
N/A		

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

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

Response: No changes made to policies.

5. RISKS AND ISSUES

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

See Appendix 3: Risks and Issues Register

6.1 Risks

Please provide a summary of any risks identified that may affect the operation of the school.

- A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.
- The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.
- Note, the event has not happened yet but there is a chance it could occur.

Response: N/A

6.2 Issues

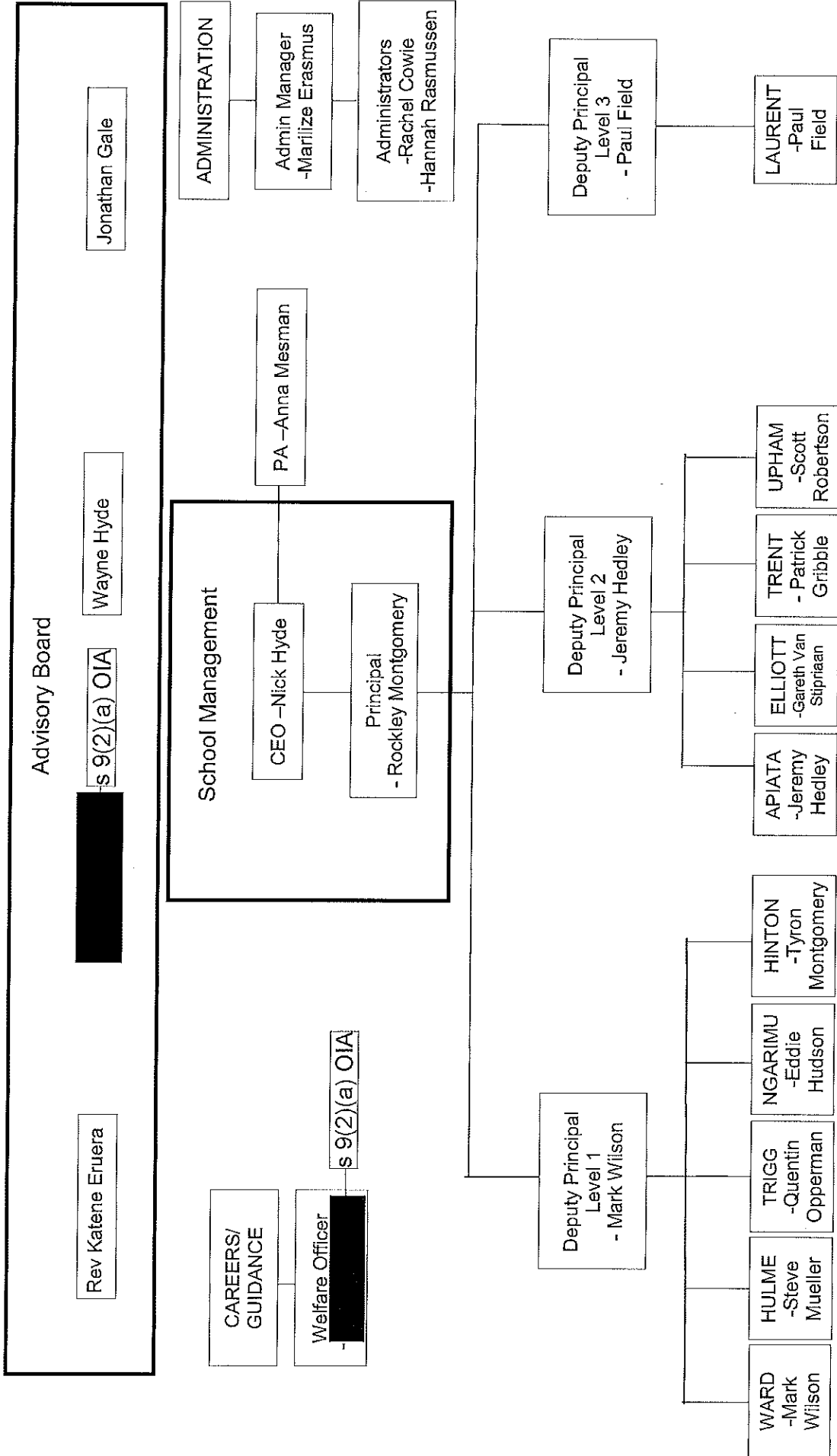
Please provide a summary of any issues identified that are currently affecting the operation of the school.

- An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.
- There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%.
- Issues are usually written in the present or past tense

Response:

Contract review and definition of priority learners particularly when the enrolment policy states that we accept all enrolments. The concern is that due to the random nature of a ballot in future this target may not be met.

Staffing Structure



Head of Departments: English – Sue Russell, Maths – Sharon Banks, Science – Kathy Fowler, Physical Education – Paul Field, History – Patrick Gribble, Engineering – Jeremy Hedley, Maori – Eddie Hudson, Recruit Development and Defence Force Studies – Gareth van Stipriaan, Physical Training – Scott Robertson

Teachers: Petri Opperman, John Haapu, Ronald Lal

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 Status	Risk Owner	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
001												
002												
003												

6.2 Issues Register

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

Identifying the Issue				Analyzing the Issue				Evaluating the Issue			Support from the Ministry	
#	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.
003	2014	Contract	Enrolment Policy of enrol all but have 75% priority learners will be difficult to maintain as well as the request to review the initial contract.		Ongoing		This has been reported to the Ministry again during this quarter.	No update from the Ministry.	No date for review set.	A meeting in Wellington with Ministry officials that can decide which way the policy needs to go. Do we enrol all and therefore miss a target or can we target specific groups? Other parts of the contract could also be discussed for clarity.		

Vanguard Military School Financial Performance Quarterly Reporting

Quarter 3 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	652,118	650,299	774,085		
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	23:1	15:1	7.8:1		
s 9(2)(b)(ii) OIA					
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.022:1	0.04:1	0.08:1		
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast	Met	Met	Met		
Operating Cash at End of Quarter					
Enrolment at end of Quarter	141	123	85		
Financial Statements Attached	P& L Balance Sheet	P& L Balance Sheet	P& L Balance Sheet		

Certification

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

Signed _____

Name:

Date:

