MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

South Auckland Middle School

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

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

Name of School	South Auckland Middle School
Year Levels	Years 7-10
Quarter 3 Enrolment Count	117
School Address – Physical	198 Mahia Rd, Manurewa, Auckland
School Address – Postal	P.O. Box 74-276 Greenlane, Auckland 1546
Website Address	www.southauckland.school.nz
Name of Key Contact	Karen Poole
Key Contact email address	trust@villaeducation.org.nz
Key Contact phone number	▮▮▮▮▮
Name of School Leader/person responsible for teaching and learning	Wendy Greig ⎮s 9(2)(a) OIA⎮
School Leader/Principal email address	▮▮▮▮▮
School Leader/Principal phone number	09 266 6695

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:

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.

⎮s 9(2)(a) OIA⎮

In addition work has taken place to better understand and build capacity within the Board and the organisation with the services of consultant, ▮▮▮▮▮ 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.

There have been no organisational changes in the last Quarter, and staffing has remained unchanged. The Villa Education 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.

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 continues a successful year of engagement and achievement at South Auckland Middle School. Roll numbers are steady at 117 students, and all places for 2016 have been offered as at the end of September.

Collaborative and innovative learning has again been a highlight of this term with students participating in a Restaurant Design and Dinner project (Year 10), a learning trip to Waihi (Year 9), a Celebration of Learning evening for parents to attend, a trip to the CATS musical (Year 7), and students participating, through performance, at the Mt Hobson Middle School Music Night. In addition, a Hangi for Parents, Whānau and Caregivers once again proved to be a popular and successful event.

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.

Further, there have been no new risks or issues have been identified.

As indicated previously we would like to expand our roll to 180 for 2016, with the addition of a Villa of 60 students. We have spoken with our landlords and have space available, which will be fit for purpose, and have agreement in principal for this to occur.

Term 3 has been very settled and we have been able to concentrate on continuing to build a culture of academic and personal achievement.

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 2	Current Quarter 3	Comments
Policies	Policies finalised	MET	MET	
Staff Understanding	Appropriate delegation of authority	MET	MET	

4.1.2 Objective 2: *Effective holistic development with emphasis on academic achievement*

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
Routines	Clear expectations and settled day structure	MET	MET	
Staff and Student Relationships	Openness of conversation	MET	MET	

4.1.3 Objective 3: *Relationship Development*

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
Community visitors	Visitors / Community Meetings	ONGOING	ONGOING	Our Community Liaison Manager continues to actively work to engage SAMS with the community.
Family Involvement	Whānau Advisory Group / Te Tapua Timi	MET	MET	This group continues to provide a positive influence on the school.

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?

- 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.
- We have an effective classroom routine developed and understood by the students so that the students are ready for learning, enter the classroom with focus with the learning objectives of that lesson understood, this results in the maximum time for learning.

What focus is placed on student achievement and how?
- There is a strong focus placed on achievement for our students and 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.
- SAMS 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 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 whānau Friday events that happen every term.

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 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 their respective 60 students and 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.
- Teachers 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.

- Teacher 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 Section2.2 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: 0.028x116x53 = 172 ACTUAL: 36 21% of Standard Achieved	BASELINE: 0.028x117x 50 = 164 ACTUAL: 35 days 21% of 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	0	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 year per 100 Students	1 student	0 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	1 student	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 Section2.3 of <u>Schedule 6: Performance Management System</u> 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	72:1	38:1	

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	0.4:1	0.025:1	

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 Roll	Current Quarter 3 Roll	Comments
120	116	117	

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 Section2.4 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 at least one of the priority learner groups**
75%	116	117	97.5%
Comments (if any):			

4.5.2 Student Enrolments
Please provide in percentages the geographical locations where you are drawing your students from.
Response: Clendon Park 5.13%; Clover Park, Manukau 0.85%; Conifer Grove 1.71%; Favona 1.71%; Flatbush 0.85%; Hillpark 0.85%; Hillsborough 0.85%; Howick 0.85%; Mangere East 8.55%; Mangere 5.98%; Manuakau 0.85%; Manurewa 34.19%; Manurewa East 1.71%; Massey 0.85%; Mt Eden 0.85%; Hamilton 0.85%; Northpark 0.85%; Papakura 0.85%; Papatoetoe 3.42%; Randwick Park, Manurewa 2.56%; The Gardens 2.56%; Wattle Downs 5.13%; Weymouth 17.95%.

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 actioned quickly to ensure the high standards expected at the School.

No Health and Safety issues identified this quarter.

As indicated previously we would like to expand our roll to 180 for 2016, with the addition of a Villa of 60 students. We have spoken with our landlords and have space available, which will be fit for purpose, and have agreement in principal for this to occur.

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:
School gathers information via home visits, phone-calls, emails, impromptu and planned whānau meetings, information sharing with NGO's for needs of whānau and student.

School has WTT (Whānau Taupua Timi) which acts as an informal communication layer and also event set up for 'Whānau day's and ad hoc support needs.

Throughout school year, there are events when the school, in combination with kura whānau, will celebrate the whānau and any providers involved. This year has included the following: 'Café night' with students and WTT facilitating performances and waiting upon families, "Hangi/Umu' night, where the school cooked a traditional hangi with students and WTT for whānau, providers, Year 10 'dinner evenings' where year 10 students cooked meals and served to their whānau at a professional level. Other group settings have also been held.

School gathers information via local marae and community meetings, key community stakeholders for needs of iwi and community.

The school is prompt to respond to any parental concern to the point where a home visit can be made informally and whānau are able to come in at any time; weekend home visits and after 5:00pm home visits are sometimes performed in order to allow best possible engagement.

Information gathered drives elements of the school plan by contextualising communication methods for whānau and also best strength-based intervention utilised.

Communication to whānau, iwi, community is through periodic e-newsletters, group meetings with whānau, group community meetings, casual meetings.

The school has engaged with priority learner groups through whatever communication means is most accepted by such group whether home visit, workplace visit, text, phone, email, or an in person meeting, FGC, provider meeting, court case implementation, offsite meeting.

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		
Mt Hobson Middle School	Sister school	Between 5-20 hrs per month
Middle School West Auckland	Sister School	Between 5-20 hours per month
Pacific Advance Senior School	Information sharing / Pathway development	Between 1-2 hours per month
Van Guard Military School	Information sharing / Pathway development	Between 1-2 hours per month
Schools in area	Pathway development	Between 5-10 hours per month
COMMUNITY ORGANISATIONS AND GROUPS		
Elim Church	Landlord and neighbour	Students involved in Youth group and school provides some help with different activities.
Manurewa Marae	Support and Māori culture oversight	Regular contact between parties and involvement.
Habitat for Humanity	Charity we support	Mufti day and sausage sizzle as fundraiser. Will be each term, this quarter had guest speaker and fundraiser.
Manukau Beautification	NFP that we support in their activities.	Students to participate in local area clean-up and other beautification projects.
Auckland City Council	Complimentary partnerships with relevant divisions of ACC.	Regular contact with various branches related to sports, education, health and community.
Manukau District Health Board	Health service information and provision partner	Ongoing and as required.
Manurewa Community Network	Service providers association in Manurewa	Attendance at regular meetings, and access to service information and provision for students.
NZ Police	Information and support for students and staff.	Ongoing and as required.
Manurewa Business Association	Information and services provision. Avenue for sponsorship and funding.	Monthly meetings and ongoing.
Manukau Urban Māori Authority	Information and support.	Developing relationship.
Weymouth Cosmopolitan Club	Storage and sports facility provision.	Ongoing and daily during winter.

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.
13/09/15 Manukau Courier	Story – *Students have sights set on Hawaii.* Article covering the forthcoming trip to Hawaii.	Students have sights set on Hawaii | Stuff.co.nz

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
None received this quarter.		

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:
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:
None

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:
None

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	1/09/2014	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												

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										
002										
003										

South Auckland Middle School
Financial Performance Quarterly Reporting

Quarter 3 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	381,457	380,134	392,900		
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	70:1	72:1	38:1		
Total Liabilities s 9(2)(b)(ii) OIA					
Total Equity					
Debt Equity Ratio	0.4:1	0.4:1	0.025:1		
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	121	116	117		
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:

Date: