MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

TE KURA MĀORI O WAATEA

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	Te Kura Māori o Waatea
Year Levels	Y1-4
Quarter 3 Enrolment Count	50
School Address – Physical	31 Calthorp Close, Mangere
School Address – Postal	P O Box 23 398 Hunters Corner Auckland
Website Address	www.waatea.school.nz
Name of Key Contact	Wyn Osborne
Key Contact email address	▮
Key Contact phone number	▮
Name of School Leader/person responsible for teaching and learning	Tania Rangiheuea ⎤ s 9(2)(a) OIA
School Leader/Principal email address	▮
School Leader/Principal phone number	09 2758261

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 to our organisational structure. The Kura Board continues to meet each month to exercise its oversight of the Kura management and staff.

The Board has received support from the Ministry governance facilitators to ensure that all necessary policies and procedures are in place. The Board meets monthly, the Tumuaki reports to the Board each month, the Tumuaki meets weekly with the Sponsor's representative Wyn Osborne to review school operations, risks and policy matters that require attention.

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:

We have made significant progress with the Kura over this quarter. The roll is trending towards the minimum guaranteed number of 60 students and we are confident that we will finish the year having achieved this. We have a growing understanding of the ways to manage the transient nature of a part of our community and believe we can better mitigate some of this risk through wrap around Whānau Ora services and other whānau engagement strategies.

The focus of our teaching staff is beginning to shift to student achievement. We are confident that we are creating a strong basis of trust and engagement amongst the students which we think is the foundation for achieving break through results. Our progress reporting to tamariki and parents has dramatically improved over the quarter with the support of staff from Assembly, providers of our student management system. ERO have recently completed their follow-up assessment and they were encouraging and complimentary of our progress.

Our staff continue to rise to the challenge of launching a new school and have applied themselves admirably to their roles. On-going professional development is a core feature of the school week and classroom practice is reflecting this.

Our whānau engagement initiatives have achieved some success and we continue to come up with new ways to encourage whānau participation. A high percentage of whānau are engaged with MUMA's Whānau Ora services.

The Sponsor has reported delays getting the new classroom Duo through the consenting process. However, the Kura has a number of options available to ensure that operations are not impacted on.

Both management and governance are functioning well.

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;*	✓		

3.1	Compliance with Minimum Requirements			
Clause	**Requirement**	**Met** ✓	**Not Met** ✓	**N/A** ✓
16.1(r)	the *Sponsor reports to the public in accordance with clause 18.4 of this Agreement;*			✓
16.1(s)	the *Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and*			✓
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.*		✓	

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**
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.	This Q3 report was delivered late – deadline coincided with ERO visit	Continue to prioritise reporting

3.3	Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.			
RODNEY WYN OSBORNE	s 9(2)(a) OIA ███████		*3 Nov 2015*
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: To provide a kura where children are highly valued and educated in an inclusive and safe environment with the collaborative support and effort from parents, whānau, staff and community.

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
To employ high quality fully qualified teaching staff	All teaching positions are fully qualified	MET	PROGRESSING TOWARDS	Two of our teachers are fully registered and one teacher's registration is subject to confirmation. That teacher's application for full registration is subject to confirmation and we expect that to be granted by the close of this month.
To implement Whānau Ora support for whānau	Whānau Ora Kaiārahi attached to Kura	MET	MET	Twenty eight of the thirty three of our whānau are currently registered with MUMA Whānau Ora. The support they have received or are currently receiving includes the provision of housing, budgeting services, school uniforms, household furniture and equipment, food parcels, clothing and footwear, employment and training and social service advocacy.

4.1.2 Objective 2: To provide an education within a bilingual setting in support of the revitalisation of te reo Māori

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
To employ staff that are bilingual	All teaching staff are bilingual	MET	MET	Six of the seven staff members are very competent speakers of te reo Māori and the one staff member attends weekly te reo Māori course on the marae to raise her proficiency.
Te reo use will be woven throughout all teaching activities	Waiata will be actively taught and practiced	MET	MET	Te Reo Māori is a core component of our curriculum and our teaching practice and professional development of staff is supported by Nga Whare Waatea marae staff, some of whom are the leading Te Reo Māori experts in this country, e.g. Scotty Morrison, Dave Kaire, and Kingi Taurua. Dave runs our weekly Te Reo Māori class for teachers, marae staff and kura whānau; Scotty has been translating our financial literacy teaching material and Kingi Taurua supports the Kura as a kaumatua.
	Teacher greetings and instructions will be in te reo	MET	MET	This is standard practice.

4.1.3 Objective 3: To incorporate Waldorf education practices where they align with kaupapa Māori principles and add to the educational outcomes and achievements of the kura

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
Connections will be made with Steiner teachers and knowledge experts	Interactions will occur on a regular basis with Steiner teachers and knowledge experts	MET	MET	Staff have had exchange visits to Michael Park School during term two and three and we are planning more interaction with them in term four when our focus will be to strengthen our transition in to school programme.
Compatible curriculum components will be adopted	Curriculum components that resonate with Steiner principles will be identified	MET	MET	Some aspects of our curriculum that reflect certain Steiner principles include our transition in to school programme (getting ready to learn), art classes (use of natural materials for learning, building inquiring

4.1.3   Objective 3: To incorporate Waldorf education practices where they align with kaupapa Māori principles and add to the educational outcomes and achievements of the kura

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
				minds through art); inquiry learning (student lead learning); families involved in their child's learning (whānau engagement policy)
Whānau Engagement	Regular meetings with whānau, whānau are fully engaged	MET	MET	We do this through monthly whānau hui, regular newsletters and notices sent out to inform whānau regarding kura activities, fulltime Whānau Ora navigator attached to the kura- visits to home, Kura website, teacher meetings with whānau, open door policy to Whānau.
Safe transition into classroom by students	Students understand the transition from outside environment to classroom learning space	MET	MET	As our kura is situated on a marae and our classes conducting inside the two wharenui, the children have been taught from the outset the importance of respecting the marae. They understand the transition from marae atea and outside environment into the classroom and the respective tikanga (customs) of both spaces.
Creative Learning programme is established	Art and music classes are in place	MET	MET	We have a strong creative learning dimension in our curriculum. Students have weekly art classes, and daily musical learning through waiata and kapa haka.
Every child feels valued	Child participates willingly in all classroom activities and is fully accepted by peers. Student IEP's highlight and build upon student strengths and interests	MET	MET	Kura values are embedded in our learning programmes and teaching practices. Principles such as rangatiratanga (role modelling) and manaakitanga (caring for...) are taught to the children so that they learn respect for themselves and others. Our teachers use diagnostic iTools and information to understand each child's strengths and needs and strategies so that they can achieve their goals. Student IEPs reflect that process of targeting teaching and learning.

4.1.4.   Objective 4: To ensure that our students attain high levels of achievement in literacy and numeracy, and across all nine core Te Maraŭtanga o Aotearoa learning areas and in accordance with National Standards

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
To implement a curriculum that supports high levels of literacy and numeracy achievement	The curriculum receives on-going evaluation and improvement	MET	MET	We have self-review, appraisal and moderation processes in place to enable our BOT, teachers and management to continuously reflect on their practice. Our teachers have a weekly meeting to evaluate their praxis and student progress; they discuss school wide evaluation results and use the results to drive student achievement.
The teaching staff are confident at, and able to, teach the curriculum	Suitably skilled and experienced teaching staff are employed	MET	MET	Teachers receive regular professional development to enhance their teaching skills. Every Monday afternoon they participate in a two hourly PD session, are rostered to lead and participate in discussions on an assigned professional reading and have external PD that is aligned to their respective teaching needs and the needs of their students.
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessment is completed in first semester	MET	MET	To meet our reporting requirements, we have been conducting assessments in each term. With the exception of writing which is assessed at the beginning of the year and again at the end of the year, maths and reading are assessed each term.
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessments occur regularly for new tamariki	MET	MET	So far we have assessed students for reading and math in terms 1-3 and writing in term one. We will assess writing again in term 4. The assessment tools that we use are: - Gloss for year 4 students, JAM for new year's 1-3, PM Benchmark for reading (years 1-4) and E-astle for writing (years 1-4).
Priority Learners are identified and adequately provided in class and school wide learning programmes	Assessments are moderated and confirmed, priority learners identified, strategies for meeting the needs of priority learners	MET	MET	We are confident about the ability of our teachers and kura leader to assess, analyse and report on student achievement. Our moderation cycle ensures that we are continuously evaluating our teaching strategies so that priority learners are appropriately supported. Teachers know who the priority students are and employ strategies that are evidence based.

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:
We design lessons so that students can reach their full potential. Our self-review, moderation and appraisal systems are directly aligned to student achievement goals and targets. Teachers regularly review their classroom management skills to more efficiently use their time to maximise student learning. We have a weekly peer review process that reviews classroom management arrangements and teachers are encouraged and expected to discuss issues such as student behaviour, attendance, resource needs, and most importantly student engagement. We try to stay on target in respect of maximising the amount of actual time that our students are engaged in learning compared to instructional time. Our students are taught Kura values (rangatiratanga, manaakitanga, wairuatanga, etc.) which underpin our expectation that they follow the teacher's instructions and observe classroom procedures. We expect our teachers to be classroom ready and prepared, that they limit interruptions during class time, that they walk around and monitor students to ensure that they stay on track. Teachers also model procedures for doing in class tasks which are practised by students so that a level of efficiency is acquired and more time is created for engaging in learning. Our main goal is to increase the time that our students are engaged and working. We know that the more time that they spend practicing their learning, there is a greater chance that their achievement level will improve.

Our main purpose at our Kura is to raise student achievement so that every student succeeds. School activities and all scaffolding support are harnessed to achieve this outcome. This necessarily means that those activities and solutions are specifically aligned to planned student achievement goals. Teachers, managers, Sponsors and BOT are united and strongly committed philosophically and practically to this goal. It is the key driver for our management, governance and academic tasks.

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:

Each teacher has daily conferencing with students about their progress. Students have individual portfolios that outlines where that student is at, where they need to be and how they will get there. The folder includes quantitative and qualitative information concerning their progress to date, set targets for them to meet and any issues that require attention. The learning targets are made known to each student during the conferencing sessions and are depicted in the classroom achievement chart that is prominently displayed in the classroom for each child to see. These charts are very large in size, highly readable and aesthetically appealing to the children.

Each Tuesday afternoon, teachers collectively review student progress in their classes and discuss their respective strategies to shift students to their target levels. On a weekly basis, the Tumuaki monitors school progress overall and checks on priority students. We have a school wide self-

review process that drills down to class and individual student level as well as our moderation cycle that enables teachers to continuously review their teaching and assessment praxis.

This year we have been assessing students in each term on numeracy and literacy. We use JAM to assess math progress for year 1-3 students and Gloss for year 4 students. We use PM benchmark, running records to assess reading in years 1-4 and e-Astle for writing. We analyse the data and determine each child's progress. We use the previous term results to determine the degree of shift or improvement that the student has made from one term to the next and we use the initial beginning of the year baseline data results to determine the cumulative progress made. The assessment results are calibrated to National Standards reporting and we can see how the student's progress aligns to the relevant NZ Curriculum levels.

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?*

Teachers are required to regularly review their classroom environment, practices and processes. We encourage and expect teachers to conduct self-reviews during lesson time so that their observations and adjustments are timely and relevant. Classroom management and keeping students on track is a high priority for our teachers and something that they discuss a lot at staff meetings. To increase efficiency our teachers model task procedures and get students to practice them to minimise unnecessary time wasting by students. We know that when students spend more time working and being engaged, there is a corresponding decrease in behavioural problems, time wasting and more learning takes place. Our teachers are getting better at doing this and it is a work in progress.

Our school wide learning programme features literacy and numeracy classes in the mornings and other curricula activities in the last two hours of the school day. Students have art, kapa haka, sports and reading time in the afternoon. The programme is designed so that all students are learning the same subjects at the same time. Each lesson is purposefully planned with the learning intentions and lesson plan clearly displayed so that the students know what they need to do. As previously stated all lessons are aligned to the students' learning goals and are regularly reviewed and moderated.

The decisions and actions that our teachers make are informed and shaped by our core values and principles. Each child's assessment results tell us where that child is at, where they need to be and strategies are developed to get them there. We identify our high needs children (priority learners) and structure the lessons accordingly. We want children at our kura to know how to learn and to develop a lifelong love of learning. To do this, we endeavour to provide a safe and inclusive learning environment wherein students, teachers, whānau and school management work collectively to enable each child to achieve personal excellence.

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:

Every Monday afternoon, staff engage in a two hourly professional development (PD) session. Each staff member is assigned a reading from our 'Kura Professional Learnings Booklet.' They provide a synopsis of the reading and lead a roundtable discussion. All staff members are expected to have read the article of the week and come prepared to discuss.

Staff exchange learnings with each other from PD exchanges with other schools, i.e. Rongomai School in Otara, Sylvia Park school and Michael Park school. We have had good support from Mangere cluster RTLB's who have provided both behavioural and academic advice. The support staff from Assembly SMS, Kim Hetherington has visited twice and run PD sessions on data analysis and fine tuning of our student achievement reportage- ours is the only Charter School that uses Assembly so we have had to build specific templates to meet our reporting requirements. Our staff are now confident users of Assembly.

We use assessment data to track student progress within a term and compare progress from one term to the next. We use shift data to determine the scale of progress and identify which students have improved, stayed at the same level or fallen back. We review those results and in relation to the student IEPs make any necessary adjustments to the learning programme and teaching practice. We have achievement data sorted by class, gender and ethnicity. A cumulative report for each student is generated that shows progress to date in each subject area. Our assessment reports are kept in hard copy form, a master copy of which is held by the Tumuaki and also on SharePoint (iCloud based system) which all staff can access.

We have developed very good data collection and analysis capability amongst our teachers and management. We worked with Assembly staff to develop templates that are relevant to our reporting needs. As a result, we have an extensive source of data on student achievement. We are able to confidently track student progress across and within the core learning areas and use that data to drive our curriculum and student achievement.

We have sufficient literacy and numeracy resources to support our learners. The reading materials are calibrated to the literacy learning progressions and targets and numeracy resources are purposefully selected so that students are able to achieve firstly the standards across the eight math strands that are assessed and also the other complementary strands. Students are taught to confidently use the maths resources such as the 100 boards, counting sticks etc. Achievement targets set for each child are reviewed during each session and adjusted as when the child meets a required standard.

In our classrooms, project and display boards are immediately evident on entering the classroom. The artwork in our classrooms are kaupapa/topic based and visually are high impact. In respect of our math programme, we introduced a financial literacy programme (funded by the Financial Capability Commission) and also the Young Engineers programme (funded by the Tainui Trust Board). We also introduced reading bins in the new entrant's class to limit wandering by the young ones during reading time.

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
0.01 multiplied by the number of Students multiplied by the number of days the School is open	BASELINE: 0.01x37x52 = 19.24 days ACTUAL = 30 157.9% of the Performance Standard (if 30 days actual)	BASELINE: 0.01x50x54 = 27 days ACTUAL = 30 111% of the Performance Standard	The total number of unjustified absences for Q2 period was previously reported incorrectly at 79 half days. The correct number of half days for the Q2 period was 60 half days. The number of unjustified absences in Q2 was 35.86% higher than the performance standard for that period. The total number of unjustified absences for Q3 period was 60 half days. The number of unjustified absences in Q3 was 10% higher than the performance standard for that period. Compared to Q2 results, we have significantly reduced the proportion of unjustified absences in Q3 by approximately 26%, however have still exceeded the performance standard for the quarter

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
0	1 student (4 days)	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	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	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 Section2.3 of Schedule 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	4:1	4.4:1	

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	1:3	0.3:1	

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
Establishment Roll (60)	37	50	In Q2, we achieved 61.6% of the performance standard. In Q3, we achieved 83.3% of the Performance Standard. There was a 26% increase in the roll between Q2 and Q3.

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%	37	50	100%

Comments (if any):

42/50 students are Māori

8/50 students are Pacific Islanders

To date, 8/50 students have accessed support from RTLBs and or Vision and Hearing support workers. Based on a parent survey that we conducted last term, we estimate that 90% of our students are from low socio- economic backgrounds.

4.5.2 Student Enrolments

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

Response:

Mangere- 17 students (34%)

Mangere East- 12 students (24%)

Papatoetoe- 12 students (24%)

Mangere Bridge – 6 students (12%)

Otahuhu- 1 student (2%)

Wiri – 1 student (2%)

Weymouth- 1 student (2%)

TOTAL NUMBER OF STUDENTS = 50 (100%)

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:

The Wharenui continue to serve the needs of the Kura very well. The facilities strongly reinforce the tikanga Māori foundation of the Kura and it is highly likely that the first cohort of students will be able to vividly recall the early years at the Kura within the Wharenui of the marae. We have excellent facilities for learning and teaching.

No health and safety issues have been identified. We have a marae maintenance routine in place which includes the kura buildings. Our marae manager and builder regularly monitor the condition of our kura facilities which includes classrooms, ablutions, exterior decks and access ways and hard court areas. We are about to install shade cover where the children eat their lunch and apart from that, there are no further plans to alter the school facilitates.

Building of new classrooms, play areas and staff resource rooms will commence in November 2015. The first classroom block is planned to be ready for the 2016 intake and thereafter additional classrooms will be added. We have planned the build so that there will be no interference with the running of the school.

A Resource Consent variation was obtained to reflect the final design and layout of the classrooms. The Sponsor has located an economical supplier of self-contained Duo Classrooms that are cost effective to build and locate. The self-contained Duo layout – with 2 classrooms per duo, will also be used for an administration office and library/resource room. The plan is to build the first duo for readiness in 2016. Once a further two Duos are built, planned for 2016, the first Duo will be transformed into the administration office and library. There have been some delays preparing the Building Consent but the project is now beginning to make steady progress. The classrooms are built on screw piles, a new technique for foundations in NZ. The build programme can be very quick so the Sponsor remains confident that the classrooms will be available for a February start.

The delays with gaining consent have created some urgency with the first stage of the build programme which may flow across the subsequent stages. However, the Sponsor has confirmed the availability of the current whare serving as classrooms if the delay impacts on the start of the 2016 school year. The existing whare meet the Ministry of Education's per student ratio for up to a total of 80 students so the Kura remains well placed to accommodate its roll increase to 85 students.

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:

1. *How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?*
2. *How effectively does the school consult with parents, family, whānau, iwi and the community?*
3. *How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?*
4. *How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?*
5. *How well does the school communicate key information to parents, family, whānau, iwi and the community?*
6. *How effective does the school report to parents, family, whānau, iwi and the community?*
7. *To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?*
8. *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:
Of the 33 whānau at our kura, 28 are registered with Whānau Ora. This means that we have access to information that allows us to support them so that they can engage in their child's learning. From our enrolment form and process we get valuable insights about the whānau and their aspirations for their child or indeed lack of. Our Whānau Ora navigator who is attached to the kura provides another information/communication conduit to the whānau. We are very skilled in getting information from whānau. Our Sponsor is well known and we benefit from its reach into our community.

We communicate very well on school matters generally but we need to have more focussed discussions regarding the planned build out of the kura over the next three years. Also we need to have specific hui to educate whānau about how we assess students and plan out our learning programme. We know that we need to get closer to our parents so that we are working together as a unit for their child's success. For these reasons we want to have a Mutukaroa Unit that can build on the strengths of our Whānau Ora navigation. This is a priority for us in 2016.

The information that we get, we use well. For example our ITC survey confirmed our decision to hold off until 2016 to introduce e-learning into the classroom and we now know how resourced whānau are in respect of IT in their homes. Conversations between parents and teachers are used as checkpoints to keep a student on track or address a behaviour or learning issue that the child might have.

We have conducted a survey on ICT to plan out our e-learning and a survey to gauge their view on a decile rating review. We have informal conversations with whānau about school activities which we use to feed into our planning. However we need to have more regular feedback from whānau about what and how we are doing in school vis a vis their children's progress.

We do this through monthly whānau meetings, our website, kura notices and newsletters and through ongoing conversations with whānau. We have had consistently good turnout at whānau hui. More work is required on our website which is currently being upgraded. We have no problems in getting school operational information out to whānau. We do need to improve how we convey achievement and other salient curriculum information to parents in a way that fully engages them

in their child's learning. Again this is an important task for us which we are currently working on.

We meet our compliance requirements, i.e. two written reports per year, monthly whānau hui. Feedback from parents regarding the format and content of midyear reports was encouraging.

We need to survey our whānau to find out if they are satisfied with the information they receive.

We know that until we have a process in place for whānau engagement that utilises a dual approach, i.e. addresses deficit issues as well as productive outcomes, we will struggle getting real engagement by families particularly in terms of curriculum support for their child. We are developing strategies to raise our level of effectiveness in this respect.

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		
Auckland Council Mangere Library	Library Services	8 hours per month for years 1-4, all students involved, teacher and a teacher aide involved. No school resources required.
Auckland Council Enviro Schools	Enviro programme for schools	7 hours per month, on-going environmental learning programme in school. All students and staff involved
Oasis Education	Teacher Relief Services	0.4 teaching appointment
COMMUNITY ORGANISATIONS AND GROUPS		
MUMA	Whānau Ora	Whānau ora navigator engages with parents 0.5 position. Whānau Ora support services provided to kura whānau is approximately 25 hours per month.
Financial Capability Commission	Financial literacy programme for students and whānau	15 hours per month instructional and modelling time

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.
Māori Television 1 September 2015	Māori School educates its students in financial literacy	http://www.Māoritelevision.com/news/regional/Māori-school-educates-its-students-financial-literacy

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
Parents	Parents complained about four incidents involving their child during class time. Incident reports were prepared by the teacher for two of the incidents. The other two events did not merit reporting as an incident as they were in-class behavioural issues that were resolved by the student and teacher.	The Tumuaki and teachers met several times with the parents to try to resolve the issues. Despite the parents agreeing to a resolution process and remedy, the matter was escalated by them to Board level. The matter was subsequently resolved by the parents with the Chair of the Board but a week after that resolution meeting, the parents laid a complaint with the Ministry. We understand that the matter has been resolved and the parents have agreed to set aside their complaint on the proviso that the teacher involved undergoes appropriate PD. That support is already in place.

5.5 Challenges received under the Independent Review Framework (IRF)

COMPLAINANT e.g. family, parent, community group	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
No challenges received	N/A	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 amendments made.

5.7 Education Review Office (ERO) Readiness Review (confirmed June 2015)

In your Education Review Office (ERO) Readiness Review Report, ERO and the principal noted further key areas to be addressed urgently in order to provide good quality learning outcomes for students. They include:

- *building shared understanding of expectations of teachers to develop programmes that will engage students and promote accelerated progress*
- *developing curriculum documentation to give clear guidance and direction for teaching and learning*
- *supporting teachers to assess and evaluate students' progress and achievement*
- *using student achievement information to inform teachers' planning*
- *establishing processes for reporting student progress in relation to the National Standards/Ngā Whanaketanga to parents, the sponsor and MoE*
- *Providing sufficient resources to support good quality learning programmes for students including reading material and access to ICT.*
- *ERO considers that the kura should urgently seek external support to ensure it is well positioned to meet its contractual obligations and agreed targets for student achievement.*

ERO also identified a number of challenges in 2014 that at the time of the Report's confirmation still remained. These include:

- *designing a curriculum that is consistent with the sponsor's vision*
- *professional learning and development to support teachers' capability to deliver the curriculum*
- *ensuring the appropriate assessment regimes are in place to enable teachers to provide valid and reliable reporting on student progress and achievement against the National Standards or Nga Whanaketanga*
- *implementing an enrolment policy that is open to all including learners with special needs*

Please provide an update on your progress towards addressing each of these concerns. Include any additional information (as an Appendix) that supports your progress.

Response:

All teachers understand our Kura vision and mission and the expectation of management and BOT to develop and teach programmes that are wholly relevant to ensuring that every child succeeds. We are confident that teachers are able to meet that expectation. In terms of accelerating progress, we know that as there is still more work required for our systems of teaching and learning to become more efficient and effective. We are reasonably satisfied that we are on the right track given the positive direction

We decided at the start of the year to introduce ICT into the classroom in 2016. Although we have purchased hardware and some learning software, we only use ICT for assessing writing. Teachers and the Tumuaki have a very good level of proficiency in using Assembly (SMS). We have had PD sessions with Kim Hetherington from Assembly.

Since the start of the year, we have made significant improvement in our ability to assess, analyse and report on student achievement and as a result we more effectively use evidence based data to shape, plan and drive our curriculum, learning programmes and professional development. Our teachers have undergone the necessary PD to improve their ability to use achievement data to inform their planning.

Teachers prepare midyear and annual reports based on the assessments that they have conducted including OTJs. The assessment process and data analysis is reviewed and moderated to ensure consistency across the school, then school reports are prepared, reviewed and sent out to parents. Parents are expected to read the reports and provide feedback to the teacher. We are confident

that our reporting process is robust and appropriate.

We have sufficient reading materials across the whole colour wheel (Sails readers). Our collection of Sails books are purposefully chosen so that we have a good spread of reading from the elementary through to the advance level within each colour band. Our library now holds 70 percent of the total Sails titles. We also have a wide collection of reference books (dictionaries, atlas', nonfiction texts and a good range of independent and guided fiction books).
As this was our first year, we decided to hold off from introducing ICT in the classroom with the exception of using it with e-AsTTle assessments.

s 9(2)(a) OIA

Since the Readiness Review in January 2015, the Kura BOT, Kura management and teachers, have been supported by the Governance Facilitators Lex Hamill, ███████████████████████ (governance and management advice); curriculum advice from Barbara Alaalatoa and her staff at Sylvia Park, Stephanie Tawha, principal of Ranui Primary and now Mangere Bridge School; advice on student management system from Kim Hetherington of Assembly (SMS), assessment advice from Mangere Cluster RTLB's. As a result of the combined support from these people, we are in a much stronger position than at the beginning of this year. We now have a singular focus which is raising student achievement level beyond where it should be with strong support from whānau.

ERO also identified a number of challenges in 2014 that at the time of the Report's confirmation still remained. These include:

The vision of the Sponsor, Manukau Urban Māori Authority is to provide education for whole of child and whānau- Tamariki Ora, Whānau Ora. The decisions and actions that we make are informed and shaped by our core values and principles. We encourage our students to know who they are, where they come from, to be proud of their identity, culture and language. We want children at our kura to know how to learn and to develop a lifelong love of learning. To do this, we endeavour to provide a safe and inclusive learning environment wherein students, teachers, whānau and school management work collectively to enable each child to achieve personal excellence.

There is a well planned professional development programme for teachers in place that includes weekly two hour PD sessions for teachers which the Tumuaki also attends. Staff also access external PD support which has enhanced their practice. Also our PD programme in respect of teachers is needs based, so PD requirements are reviewed weekly and is on-going.

Our assessment regime has been peer reviewed by RTLB's and governance facilitators. Teachers have had sufficient PD to raise their level of confidence and expertise. Assessment is an area that we have deliberately focussed on and raised our level of capacity and capability. It is now an area of strength for us.

Our Enrolment Policy includes the following clause: "Subject to section 158O (1) of the Education Act, people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at our partnership schools kura hourua as people who do not."

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.
     1. A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.
     2. 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.
     3. Note, the event has not happened yet but there is a chance it could occur.

Response: No new risks identified

6.2 Issues

Please provide a summary of any issues identified that are currently affecting the operation of the school.
     1. An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.
     2. There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%.
     3. Issues are usually written in the present or past tense

Response: • **Enrolment and Student retention:** The kura has not yet met its Guaranteed Minimum Roll for 2016. Our roll is currently at 50 students and has stabilised after the loss of 13 students, most of whom have moved further South or overseas.   • **High whānau mobility:** This continues to be a concern and pressure from the Auckland housing market causes some families to move further south to areas like Papakura, Manurewa and Pukekohe. This impacts student attendance at the kura.   • **The frequency and level of reporting on the kura:** As the leader of the Kura, the Tumuaki faces considerable pressure to meet the reporting commitments of the kura (e.g. Quarterly reports and an Annual Report to the Minister of Education, monthly and annual report to the BOT, ERO reports, mid-year and annual reports to parents, partnership/contract reports to Auckland Council (Enviro School) and an Annual report to the Financial Capability Commission (contract).   • **Poor performance from Property Advisor (architect):** The ability of the Sponsor to provide the facilities required of the Kura in the short term has been impacted on negatively due to the performance of its professional property advisor (architect). The Sponsor intends changing its advisor for the subsequent stages. However, it was unable to make a change in the initial stage due to possible delays that would have occurred by changing mid-way through the project. The ability of the Kura to operate has not been compromised by the delay but it has caused unnecessary distraction and uncertainty.

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	03/12/2015	Capability/Capacity	Poor attendance due to transportation constraints	Sponsor	Open	• Two vans operating • Recruiting bus driver (Full License, Class 2)	• Effective communication of transport options, scheduling and expectations • Various options available for bus driver	Possible	Major	• School vans are required to perform two routes each	On-going	• Ministry to investigate any funding options available to support transport costs.
002	09/02/2015	Health & Safety	Serious injury or harm caused due to traffic flow at drop-off and pick-up points	Sponsor	Open	• Signage • Marae staff awareness • Pick-up and drop-off zones clearly marked	• Exclusive pick-up and drop-off points undergoing development	Possible	Moderate		30 Jun 15	
003	09/02/2015	Health & Safety	Serious injury or harm, or safety risk caused from unenclosed play area	Sponsor	Open	• Signage • Teacher duty roster • Marae staff awareness • Relocation of staff parking • Marae security	• Erect wire mesh fence along boundary between playground and driveway	Possible	Moderate		30 Jun 15	
004	16/04/2015	Strategic	Enrolment targets not met due to transitory whanau	Sponsor	Open	• Flexible starting ages • Marketing activities maintained • Whānau engagement for long-lasting relationships	• Increase size of ECC to strengthen referral pipeline	Likely	Moderate	• ECC is currently being built which will give an extra 50 licensed spaces	On-going	
005	05/05/2015	Strategic	Kura is unable to increase number of rooms due to property issues	Sponsor	Open	• Engagement with MSD • Securing resource consents	• Agreement with MSD reached	Rare	Major		30 Jun 15	
006	05/05/2015	Financial	Kura is unable to increase number of rooms due to nil cost savings	Sponsor	Open	• Partnerships established with other funding sources • Fund raise with Sponsor	• Fund raise with Sponsor	Possible	Major		30 Jun 15	
007	29/05/2015	Strategic	Future enrolment targets not met due to delayed building completion	Sponsor	Open	• Engaged with architect and building group	• Building completed on time	Possible	Major	• Plan projections show that buildings will be completed by Feb 2016	On-going	
008	01/06/2015	Health & Safety	Serious illness or harm caused by flooding in the front area (high flood zone)	Sponsor	Open	• High flood zoned marked off during torrential rain	• Levelling of ground level upon new build start	Possible	Major		On-going	
009	24/06/2015	Reputational	Quality teaching staff not secured due to negative media	Sponsor	Open	• 'Charting Success' documentary released • All media matters	• Transparent communication around positive educational outcomes and teaching	Likely	Moderate		On-going	

			experiences						
			• dealt with by Sponsor CEO						
			• Website of Kura and Sponsor portray positive stories						
010	24/06/2015	Reputational	Future enrolment targets not met due to negative media	Sponsor	Open	• Transparent communication around positive educational outcomes and student-whanau experiences	• 'Charting Success' documentary released • All media matters dealt with by Sponsor CEO • Website of Kura and Sponsor portray positive stories	Likely	Moderate	On-going

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	09/02/2015	Health & Safety	Verandas classed a high trip hazard	Sponsor	Closed	Low	• Add visibility strip to the top of steps in front of veranda • **Closed 15 Feb 15**	• Visibility strips added	As required	
002	23/02/2015	Capability/Capacity	Library required to meet demand for books	Sponsor	Closed	High	• Relocate office and paint • Added shelving • Books purchased and picked up • **Closed date 26 Mar 15**	• Library functioning	N/A	
003	16/03/2015	Capability/Capacity	The blended classroom is making learning difficult for older tamariki due to distractions	Sponsor	Closed	High	• Partitioning • Move class 2 into adjoining whare • **Closed 31 Mar 15**	• Class 2 has moved into adjoining whare • improvements to learning environment confirmed • New Entrants Teacher employed to assist transitioning tamariki	N/A	
004	12/04/2015	Capability/Capacity	Behavioural issues of a single child causes distractions for others to learn	Sponsor	Open	High	• RTLB Assessments conducted • Whānau Hui conducted • Learning Assistant has been employed and allocated	• Tumuaki working hard to retain this student and his whānau (5 tamariki enrolled)	On-going	
005	26/05/2015	Health & Safety	Unlevelled grounding in Marae atea classed a high trip hazard	Sponsor	Closed	High	• Clearly mark hazard area • **Closed 26 Apr 15**	• Permanent markings in place	N/A	
006	13/05/2015	Technical	Usability of Assembly (student management system) impacting on reporting and assessment timelines	Sponsor	Open	High	• Training for Administration and Tumuaki • Data Analyst and IT Specialist contracted	• Sponsor's Data Analyst and IT Specialist involved with Training and Development of staff	On-going	

ID	Date	Category	Risk	Owner	Status	Rating	Mitigation	Due	Comment
007	14/05/2015	Stakeholder Relationships	Charter schools excluded from the Tamaki Principals Association	Sponsor	Open	High	▪ Own Personal Development Plan in place ▪ Own networks being established ▪ Strong governance focus on developing personnel	30 Jun 15	▪ Networking and quality PD options are limited — Ministry's reach in opening up this space or helping charter schools come together and collaborate on this
008	14/05/2015	Health & Safety	Heavy congestion due to narrow lanes and insufficient parking space	Sponsor	Open	Low	▪ Alternative route available for Marae staff ▪ Alternative parking spaces allocated to Marae staff ▪ Allocated spaces marked	30 Jun 15	▪ Awaiting exclusive driveway opening due Feb 2016
009	30/10/2015	Enrolment	Meeting agreed enrolment targets	Sponsor	Open	Medium	▪ Increase numbers registered with ECE as a feeder ▪ Maintain awareness amongst the community	31 Mar 16	▪
010	30/10/2015	Enrolment	Student retention	Sponsor	Open	Medium	▪ Develop retention strategies	On going	▪
011	30/10/2015	Enrolment	High whanau mobility	Sponsor	Open	Medium	▪ Increase Whanau Ora support to mitigate housing issues	On going	▪
012	30/10/2015	Capability/Capacity	High level of reportage	Tumuaki	Open	Medium	▪ Develop reporting processes ▪ Maintain executive support for Tumuaki	31 Mar 16	▪
013	30/10/2015	Facilities	Poor performance from Property Advisor (architect)	Sponsor	Open	Medium	▪ Change advisors	31 Dec 15	▪

Te Kura Māori o Waatea
Financial Performance Quarterly Reporting

Quarter 3 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	171,885	314,941	249,342		736,168
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	4.0	4.1	4.4		4.4
s 9(2)(b)(ii) OIA					
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.3	0.3	0.3		0.3
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	38	37	50		
Financial Statements Attached	Yes	No	No		

Certification
I certify that Manukau Urban Maori Auhtority is solvent and will remain solvent.
Signed

s 9(2)(a) OIA

Name: RODNEY WYN OSBORNE
Date: 30 OCT 2015