



**HE PUNA MARAMA**  
TRUST

**Te Kāpehu Whetū - Teina**

**PARTNERSHIP SCHOOLS KURA | HOURUA**

**QUARTERLY REPORT – 3<sup>rd</sup> QUARTER**

**For the period 1 July to 30 September 2015**

## CONTENTS PAGE

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<b>1. BASIC INFORMATION ABOUT THE SCHOOL .....</b>	<b>3</b>
<b>2. EXECUTIVE SUMMARY FOR THE MINISTER.....</b>	<b>4</b>
<b>3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT.....</b>	<b>5</b>
<b>4. PERFORMANCE MANAGEMENT FRAMEWORK.....</b>	<b>7</b>
4.1 Objectives from your Agreement .....	7
4.2 Student Achievement .....	8
4.3 Student Engagement .....	9
4.4 Financial performance .....	11
4.5 Targeting Priority Learners .....	12
<b>5. OPERATIONAL MANAGEMENT .....</b>	<b>13</b>
5.1 Property.....	13
5.2.1 The parents, family, whānau, iwi & community engagement plan .....	14
5.2.2 Community and educational partnerships.....	14
5.3 Media.....	15
5.4 Official Complaints received by the Sponsor.....	15
5.5 Challenges received under the Independent Review Framework (IRF).....	16
5.6 Policies for ensuring a safe physical and emotional environment for Students .....	16
5.7 Education Review Office (ERO) Readiness Review (confirmed June 2015).....	17
<b>6. RISKS AND ISSUES .....</b>	<b>18</b>
6.1 Risks .....	18
6.2 Issues .....	18

## 1. BASIC INFORMATION ABOUT THE SCHOOL

### 1.1 Basic Information

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

<b>Name of School</b>	Te Kāpehu Whetū - Teina
<b>Year Levels</b>	1 - 6
<b>Quarter 3 Enrolment Count</b>	59
<b>School Address – Physical</b>	78 Tarewa Rd, Whangarei
<b>School Address – Postal</b>	Po Box 6020, Otaika, Whangarei, 0110
<b>Website Address</b>	<a href="http://www.tkw.ac.nz">www.tkw.ac.nz</a>
<b>Name of Key Contact</b>	Raewyn Tipene
<b>Key Contact email address</b>	[REDACTED] s 9(2)(a) OIA
<b>Key Contact phone number</b>	09 4384228
<b>Name of School Leader/person responsible for teaching and learning</b>	Dr Nathan Matthews
<b>School Leader/Principal email address</b>	<a href="mailto:n.matthews@mokonkz.co.nz">n.matthews@mokonkz.co.nz</a>
<b>School Leader/Principal phone number</b>	09 4384228

### 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:**

The Pouhere has responsibility for the operation of the Kura. He coordinates and manages the teaching and learning, planning and logistics of the Kura operation. The CEO provides the broad vision and supports the implementation. The CEO and Pouhere work closely together to ensure the smooth running and development of the Kura. The Pouhere reports regularly to the CEO and provides quarterly reports for tabling to the Board. The daily operation of the Kura is led by the Pouwhakaako – Lead Teacher. She works with the Pouhere to develop and implement the learning programmes, systems and processes of the Kura.

## 2. EXECUTIVE SUMMARY FOR THE MINISTER

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*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 continue to make good progress in the development of our Kura. We have employed another fulltime pouako which brings our teaching staff to 4 fulltime pouako in place and a teacher aide. We have enrolled a number of new ākongā and are on track to reach our minimum roll by the end of Term 4. Our new buildings are progressing well and will be completed by the end of Term 4.

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

We are currently unable to meet our minimum roll requirement as we continue to move through the process of building but are confident of getting our facilities built and meeting the required school roll by the end of the year.

We have completed baseline data testing for all of our ākongā and have built learning programmes around the results for each individual ākongā. This data has been communicated to whānau as have the learning programmes.

We have worked hard to build the culture of our Kura and engage with our whānau. We have done this by:

- Holding individual pōwhiri for each new ākongā
- Making sure all whānau have a whānau handbook that includes all of the procedural and systemic information such as the complaints policy
- Sending out a weekly pānui that gives an update on events and the learning that has been going on.
- Creating Facebook page to highlight kura activity and to keep whānau informed.
- We have introduced place based learning as a Kura wide approach to learning
- We are using project based learning as a means of integrating the various curriculum areas

Overall we are happy with our progress so far and confident of successfully meeting our obligations under the Agreement.

### 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.

<b>3.1 Compliance with Minimum Requirements</b>				
<b>Clause</b>	<b>Requirement</b>	<b>Met</b>	<b>Not Met</b>	<b>N/A</b>
		✓	✓	✓
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;	✓		

<b>3.1 Compliance with Minimum Requirements</b>				
<b>Clause</b>	<b>Requirement</b>	<b>Met</b>	<b>Not Met</b>	<b>N/A</b>
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.

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

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

## 4. PERFORMANCE MANAGEMENT FRAMEWORK

### 4.1 Objectives from your Agreement

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

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

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

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

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

4.1.3 Objective 3: Retention			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Stability of Roll	Stable number of students enrolled at the Kura.	MET	MET
Meet minimum roll requirement	Number of students enrolled at the Kura.	PROGRESSING TOWARDS	PROGRESSING TOWARDS
Comments			
One student has left the Kura as the whānau has moved to Australia. A number of new ākonga have begun at the Kura.			
We have started building our permanent facilities which will allow us to meet the minimum roll requirement by the end of the year			

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

## 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:**

The learning time is maximised for our ākonga by placing them in competency based learning groups, based from their Term 1 testing scores, rather than year groupings. This is for our “core” learning areas of Reading, Writing and Maths. Once they meet the required standard they can then move up into the learning group. They are in their year groupings for the other curriculum areas to ensure that they are socialising with ākonga of a similar age.

We use our testing data to inform our initial decisions and our planning then use formative and summative testing and OTJ to ensure that student achievement is always the focus. All staff are involved in whole school weekly planning to ensure that our teaching is coordinated and we are maximising the learning opportunities for our ākonga.

### 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 provide a range of feedback to ākonga including one-on-one verbal feedback, class displays of student work and familiarising them with our achievement graphs (National Standards and Ngā Whanaketanga) so that they can see where they are and what needs to be done to move up. We monitor against National Standards and Ngā Whanaketanga and the progressions within each standard/marau. Our measure is triangulated using assessment, Overall Teacher Judgments (OTJs) and books.

### 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 very efficient given that all have differentiated learners in their classes and learning groups. All lessons are structured by having a clear Learning Intention which includes both the success criteria and the instructions on what the task is and how you can complete it successfully. We have integrated our core subjects so that ākonga are in a learning group suited to their current competency with the goal of moving them up towards their desired level. We use a range of pedagogies that align with the concept of ako but in particular we focus on developing tuakana – teina relationships within the learning.



#### 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:**

Our pouako all work together to develop their teaching planning with a weekly meeting focussed on this shared development. This allows good interaction between the experienced pouako and those that are newer to teaching. During these hui current data is used to inform the planning and make decisions around which learning groups ākonga are part of and if any need to move.

All staff development is focussed on making our pouako better at their jobs and developing their skills in using appropriate technology to enhance teaching and learning. Our PRT and mentor are part of the Hāpai Ō Beginning Teacher project being run by Te Whare Wānanga o Awanuiarangi.

Our main learning innovations are:

- the use of place-based education to link our ākonga and kura to the local area, and bring matauranga Māori into the curriculum; and
- the use of project based education to integrate the curriculum areas.

We had a class t-shirt design and production project and a cake stall project during Term 3.

#### 4.3 Student Engagement

Partnership Schools are required to report to the Ministry regularly on aspects of student engagement. The Student Engagement performance standards are specific to your School and can be found in Section 2.2 of Schedule 6: Performance Management System of your Agreement.

#### UNJUSTIFIED ABSENCES

**Definition:** Unjustified Absences are full-day absences which are either unexplained, or the reason for the absence is not within the school's policy as a justifiable reason for the student to miss school.

#### 4.3.1 Unjustified Absences

Metric: Measured through attendance data provided to the Ministry.

Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0.01 multiplied by the number of Students multiplied by the number of days the School is open	0	0	

## STAND DOWNS

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

<b>4.3.2 Stand downs</b>			
<b>Metric: Measured through information provided to the Ministry.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 2</b>	<b>Current Quarter 3</b>	<b>Comments</b>
0	0	1 student (3 days)	A student was stood down for 3 days while we investigated an incident and worked with whānau for an acceptable restorative outcome.

## 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.

<b>4.3.3 Suspensions</b>			
<b>Metric: Measured through information provided to the Ministry.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 2</b>	<b>Current Quarter 3</b>	<b>Comments</b>
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.

<b>4.3.3 Exclusion (for students under the age of 16)</b>			
<b>Metric: Measured through information provided to the Ministry.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 2</b>	<b>Current Quarter 3</b>	<b>Comments</b>
0	0	0	

#### 4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section 2.3 of 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	6.29:1	28.82:1	

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	13.07:1	0.87:1	

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 (65)	52	59	

#### 4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

<b>4.5.1 Enrolment of priority learner groups</b>			
<b>Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.</b>			
<b>Performance Standard</b>	<b>Previous Quarter 2 Roll</b>	<b>Current Quarter 3 Roll</b>	<b>% of student roll that identifies with <u>at least one</u> of the priority learner groups</b>
75%	52	59	100%
<b>Comments (if any):</b> All ākonga are Māori.			

<b>4.5.2 Student Enrolments</b>
<b>Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.</b>
<b>Response:</b> All of our current ākonga are from the Whangarei District Council catchment area.  100% Whangarei District Council

## 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:**

Work is continuing on the permanent facilities for the Kura. This is the refurbishment of two prefabricated classrooms, the building of two new classrooms and an ablution block. This construction work will take to almost the end of Term 4 to complete. This work is part of our long term property plan and will allow for our contracted roll growth over the upcoming years.

### 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:

Through term 3 we have had a number of new ākonga and whānau join our Kura so a major focus has continued to be embedding whānaungatanga and manaakitanga among our ākonga and their whānau. We have also begun to implement the various parts of our Whānau Engagement Policy. We have worked hard to ensure that our whānau are kept up to date on Kura events and activity and have the opportunity to participate. This has been done through the whānau handbook that includes all of the procedural and systemic information such as the complaints policy and a weekly pānui that gives an update on events and the learning that has been going on. We also have a Facebook page to highlight kura activity and to keep whānau informed of past and upcoming events. We have accessed and worked with the Ministry of Educations Special Education team (ORS), Ngāti Hine Hauora and the RTLB to help various whānau receive appropriate support. Formal written reports were provided for all ākonga in Term 3.

### 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.
<b>EDUCATIONAL ORGANISATIONS</b>		
Whangarei District Library	Book bus visits the Kura	Once a month
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
Ngāti Hine Health Trust	Providing support for ākonga with special learning needs	Ongoing

<b>New Zealand Police – School Community Officer</b>	Have met with Mario Kake and he has visited the Kura. Looking to develop a positive relationship between Kura, ākonga and the NZ Police.	As required
<b>Whangarei District Council</b>	Ongoing relationship for mutual support.	As required

### 5.3 Media

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

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

### 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.

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

### 5.5 Challenges received under the Independent Review Framework (IRF)

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

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

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

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

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

Response:

No Amendments



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

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

- *urgent priority given to the appointment of a suitable curriculum leader/principal*
- *documenting the school's curriculum and teaching expectations*
- *actively involving whānau as vital participants in their tamariki's education and learning*
- *personalising learning plans for each child to accelerate their progress and achievement*
- *continuing to develop assessment and moderation practices to ensure the robustness and validity of student achievement information.*
- *ensuring that teacher:student ratios for new entrant students facilitates their transition into school, and maximises student learning.*
- *developing performance management systems for staff that are consistent with the sponsor's contractual obligations.*

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

- *developing the school curriculum, and building a shared understanding of teaching and learning practices to support the school direction*
- *ensuring that all documentation is specific to this school, and clearly defines the school curriculum and supporting pedagogy,*
- *clarifying assessment, and ensuring appropriate assessment tools are used to monitor student progress and demonstrate success*
- *ensuring a suitable student management system is in place*

***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:**

We have a suitable curriculum leader in place, as we did at the time of the ERO visit. Since this visit in April we have employed another fulltime pouako in line with roll growth. We have continued to work on developing our systems and processes and approach to teaching and learning as the year has progressed. We are confident that we have made good progress against all of the points raised by ERO. We have just had our Assurance visit from ERO and they have verbally confirmed that they are happy with our progress, this will be publicly reported late November – early December.

## 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:

Negative media exposure increases the risk of not being able to attract quality staff.

### 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:

N/A

## 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 Status	Risk Owner	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating		Risk Level	Comments and Updates	Date of Rev/aw
001	February 2015	Capacity	Our ability to attract appropriate teaching staff.	Open	Sponsor	We use our networks to promote our Kura, advertise widely and frequently.		Likely	Moderate	This is ongoing for us given we are in a small town.		End of year	Please detail any support you require from the Ministry to manage the risk. Please be specific. Continued support to mitigate negative publicity about Partnership Schools and with Teachers Unions.
002													
003													

## 6.2 Issues Register

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

#	Identifying the Issue			Analysing the Issue			Evaluating the Issue			Support from the Ministry
	Issue No.	Date Raised	Issue Description	Issue Status	Issue Owner	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	
001	January 2015	Capacity	Our buildings have not been completed yet.	Closed	Sponsor	High	We are currently in the process of getting consents with an aim to begin in June 2015 and completed by Term 4.	Work has begun on the buildings with an expected finish date of early Term 4.		Please detail any support you require from the Ministry to manage the issue. Please be specific.
002										
003										

**He Puna Marama Trust**  
**Te Kapehu Whetu Teina**  
**Financial Performance Quarterly Reporting**

Quarter 3 - 1 July 2015 - 30 September 2015

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	154,686	156,475	170,226		481,387
Total Expenditure for Quarter					
Operating Surplus					
	s 9(2)(b)(ii) OIA				
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	10.88:1	6.29:1	28.82:1		28.82:1

	s 9(2)(b)(ii) OIA				
Total Liabilities					
Total Equity					
Debt Equity Ratio	14.54:1	13.07:1	0.87:1		0.87:1

	s 9(2)(b)(ii) OIA				
Operating Cash per Forecast					
Operating Cash at End of Quarter					

Enrolment at end of Quarter	40	53	59		59
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Financial Statements Attached	/	/	/		
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- Note: 1. Majority of the surplus is required to cover planned as yet unrealised expenditure in the future periods.  
 2. Increase of current assets includes cash to cover building construction.  
 3. Equity Ratio decreased compared to previous quarters due to funds used for construction of classrooms.

**Certification**

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

Signed \_\_\_\_\_  
 Name:  
 Date: