



# **Partnership Schools | Kura Hourua**

## **2015 Annual Report**

### **Te Kāpehu Whetū (Teina)**

01 January        to        31 December 2015

Submitted by:              He Puna Marama Charitable Trust

General Information about your school

## 1. General information about your School

<b>School Vision</b>	The sponsor's vision for the school is A Kura that supports akonga to "be Maori, be educated and be rangatira" from a Nga Puhi worldview.
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### Basic Information about the School

<b>School Name</b>	Te Kāpehu Whetū (Teina)
<b>Sponsor Name</b>	He Puna Marama Charitable Trust
<b>School Number</b>	715
<b>Current Year Levels</b>	Years 1-6
<b>All Year Levels (If different from above)</b>	Years 1-6
<b>Select School Type</b>	Co-educational Primary (Years 1 - 6)
<b>2015 Guaranteed Minimum Roll</b>	65
<b>Maximum Roll</b>	150
<b>Current Enrolment Count (end of School Year)</b>	67
<b>School Physical Address</b>	78 Tarewa Road, Whangarei
<b>School Postal Address</b>	PO Box 6020 Otaika, Whangarei 0110
<b>Website Address</b>	www.tkw.ac.nz
<b>Name of Key Contact</b>	Raewyn Tipene
<b>Key Contact Phone Number</b>	09 438 4228
<b>Key Contact Email Address</b>	[REDACTED] s 9(2)(a) OIA
<b>Name of School Leader/person responsible for teaching and learning</b>	Dr Nathan Matthews
<b>School Leader/Principal Phone Number</b>	09 438 4228
<b>School Leader/Principal Email Address</b>	n.matthews@mokonZ.co.nz

### School Terms

Schedule 1 of your agreement and enter the dates as listed

Terms	Start Term Dates (dd/mm/yyyy)	End Term Dates (dd/mm/yyyy)	Half Days per Term
Term 1	16/02/2015	17/04/2015	86
Term 2	5/05/2015	4/07/2015	86
Term 3	21/07/2015	26/09/2015	98
Term 4	13/10/2015	12/12/2015	86
<b>Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day, enter in half days</b>			
<b>Total</b>			356

Half days exclude weekends & public holidays.

### Quarter Dates

Terms	Start Term Dates (dd/mm/yyyy)	End Term Dates (dd/mm/yyyy)	Half Days per Quarter
Quarter 1	1/01/2015	31/03/2015	64
Quarter 2	1/04/2015	30/06/2015	102
Quarter 3	1/07/2015	30/09/2015	104
Quarter 4	1/10/2015	31/12/2015	86
<b>Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day</b>			0
<b>Total</b>			356

Half days exclude weekends & public holidays.

**Organisational Structure**

*Describe the key changes (if any) to the organisational structure in 2015. This could include the arrival and/or departure of key trustees or change in the management and governance functions of the School leadership.*

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There have been two significant changes with the departure of the Pouwhakahaere [REDACTED] at the end of Term 1. Her responsibilities were delegated to the Head Teacher and the Pouhere. The other significant change was the departure of Nathan Matthews at the end of term 4. His responsibilities were delegated and shared by two Pouwhakaako each working in different sectors of Te Kapehu Whetu. One Pouwhakaako is responsible for the primary sector and the other Pouwhakaako is responsible for the middle and secondary sector. The Pouhere position held by Nathan is currently vacant with no intention to fill this position at this moment in time.

## 2.Sponsor's Report

*The purpose of the Sponsor's report is to inform the Minister of Education, as well as the Ministry of Education, the Partnership Schools Authorisation Board and other interested parties, of any significant achievements and changes that have taken place in 2015.*

*The report should make an connection with the readers by reminding them of the good work you are doing at your school and should set the tone or theme for what you are sharing in the rest of the report. After reading your report, the audience should understand the main points you are making and your evidence for those points.*

**Contents of the Sponsor's report could include:**

- \* An evaluation of your overall performance for the 2015 School Year.
- \* Changes in the organisational model or departure/arrival of key staff/trustees.
- \* Changes in the Curriculum or programmatic elements.
- \* Commentary on the Sponsor meeting the school's Objectives
- \* Commentary on the Sponsor's achievement of the Performance Standards
- \* A summary of significant risks or issues for the 2015 School Year which will be carried over to 2016.

Overall we are very happy with the progress we have made in our first year of operation. There have been a number of challenges especially around the buildings but otherwise we are very happy with what we have been able achieve this year

As with our first Kura Hourua this one is aligned to our 3 pou of Kia Māori, Kia Matau and Kia Tu Rangatira ai. I will highlight some of our successes and achievements in relation to these pou. Kia Māori. The Māori character of our school is the fundamental part to our approach to education. A notable success for us is that we are contracted to provide between 50 and 80% te reo Māori bilingual education and this year we have been able to operate at the highest end of this scale and maybe beyond. We plan to further develop our ability to teach and learn in te reo māori. In term 1 our ākonga performed kapa haka at the Ngāti Hine Festival, sent a senior group of ākonga to watch the Ngā Manu Kōrero speech competitions and we performed kapa haka at the reopening of the Wharenui at NorthTec. Importantly we have created routines and systems where te reo Māori, karakia and walata are an integral part of everyday life at the Kura. Kia Matau. We have worked hard to ensure that all of our ākonga are learning the important fundamentals of Reading, Writing and Maths.

Our ākonga have come to us from a variety of schools and experiences and that means we have had to work hard to meet their individual needs as learners. We have successfully implemented a competency learning group model for the teaching of the 3 core skills to allow us to better meet the learning needs of our ākonga. They work in these groups for Reading, Writing and Maths and then return to their age based groups for the rest of the day. As our roll grew during the year we added another full time pouako to our teaching staff. Kia tū Rangatira ai. We use our Kura values to embed a culture of respect and hardwork. We use a Kaupapa Māori restorative approach for behaviour and classroom management to engage our ākonga and whānau. We have met our Schools Objectives of Participation and Retention with a focus on attendance and communicating with whānau to ensure they understand the importance of getting their children to school. Our Performance Standards of Achievement and Engagement were also met. We had one notable change to staff during the year with our Pouwhakahaere leaving, her responsibilities were distributed between the Head Teacher and the Pouhere. We have operated out of temporary classrooms this year but our new facilities are now ready and will be in use from the beginning of Term 1 2016. Overall we have had a good year and continue to make good progress towards a Kura that fully matches and embodies our vision.

### 3. Minimum Requirements

Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the status of the Minimum Requirements in Quarter 4.

Note the following:

A **serious incident** requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.

**Serious criminal activity** means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.

The person appointed and responsible for teaching and learning at all times must have a proven background in educational leadership.

Clause	Requirement	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
		Met															
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	Met															
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	Met															
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	Met															
16.1(d)	the Sponsor does not exceed the Maximum Roll;	Met															
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	Met															
16.1(f)	the School's hours and term dates never reduce below the minimum levels set out in Schedule 1;	Met															
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	Met															
16.1(h)	the Sponsor complies with the legislative requirements in relation to standing down, suspending, excluding or expelling;	Met															
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	Met															
16.1(j)	any transport required is provided as described in Schedule 3;	Not Applicable															
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	Met															
16.1(l)	the number or percentage of Teaching Positions filled by people holding a Practising Certificate or Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	Met															
16.1(m)	the percentage of the Curriculum time taught by people holding a Practising Certificate or Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;	Met															
16.1(n)	the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement;	Met															
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	Met															
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	Met															
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	Met															
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	Not Applicable															
16.1(s)	the Sponsor provides audited accounts as required by clause 18.5 of this Agreement;	Not Applicable															
16.1(t)	the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2	Met															

Minimum Requirements

**Non Compliance with Minimum Requirements**

If any of the above have been recorded as 'Not Met' in the 2015 Quarterly Reports, please state the reason and remedy or mitigation for this.

Clause	Requirement	Reason	Remedy

**Teaching Positions**

Please enter the information below on the Teaching Positions in the 2015 School Year.

		Number or %	Comments
Number of teachers that hold registration (reporting year)	Actual	4.0	
	Contract	2.0	
Number of teachers that hold a Limited Authority to Teach (reporting year)	Actual	0.0	
	Contract	1.0	
Number of non-registered teachers (2015)	Actual	0.0	
	Contract	0.5	
Total number teaching staff (registered, LAT and non-registered)	Actual	4.0	
	Contract	3.5	
Percentage of teachers that hold registration and/or LAT (2015)	Actual	100.0%	
	Contract	85.7%	

#### 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 status of the measure for Quarter 4, select either MET, PROGRESSING TOWARDS, ONGOING or NOT MET.
  - Please provide a comment(s) on your Overall performance for the 2015 School Year and the focus for the 2016 School Year.
- 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.

Objective 1: Participation		Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goal(s)	Attendance		Met	Met	Met	Met
<b>Comment for 2015 School Year</b>	Consistent attendance at the kura	Attendance is an important factor to us and we have a strong system for following up any absences as soon as they are noted. We work with KAMAR Student Management System which has the ability to send text messages to parents asking about absences. Parents also have the ability to reply to the text which is received by the school administrator directly by email. If parent's are not available by text, a phone call is made. If this is unsuccessful, then our last resort is to send a private message via the social media platform Facebook. Reminders are also added to weekly panui/newsletter to inform parents of the importance of contacting the school if their child is away.				
<b>Focus for 2016 School Year</b>		While we will still continue what we did in 2015, our aim is to encourage more whānau to communicate more openly and directly with the kura. We will do this by discussing this at Meet the Pouako Hui, and at Student Lead Conferences. If akonga attendance drops below 80% Attendance, whānau will be called to Te Kāpehu Whetu to discuss strategies with Pouwhakaka. This year we also have access to the Public Health Nurse, who we can also make referrals to if we have concerns about a child's absence. She has the ability to make homevisits if required, and if identified is able to make referrals to other agencies if required.				

Objective 2: Engagement		Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goal(s)	Reporting		Met	Met	Met	Met
<b>Comment for 2015 School Year</b>		As reported in our end of year ERO Readiness report engagement was one of the highlights. Again staff have spent considerable time settling and working with tamariki to create a safe and enjoyable environment. This has lead to a high level of engagement and low absence. Nevertheless we still had to start with a small set up window of around 3-4 months and many operational and learning systems still need to be developed and trialed. this put considerable pressure on trustees, staff, students and whānau. the high engagement helped us ride through this first year.				
<b>Focus for 2016 School Year</b>		We have new buildings and it will take some time to develop a way to work effectively with students, in this new expanded space. This next year the Kura will focus on improving assessment systems, reporting to whānau and determining how best to use the new Kura space.				

<b>Objective 3: Retention</b>		<b>Measures</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Goal(s)</b>						
<b>Stability of roll</b>	Stable number of students enrolled at the kura		Met	Met	Met	Met
<b>Meet minimum roll requirements</b>	Number of students enrolled at the kura	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met
<b>Comment for 2015 School Year</b>	As a start up school we planned to attract ākonga as the school year progressed so that we would meet the minimum requirement by Term 4, this was due to the limited classroom space we had available as our new facilities were built. We only had 3 ākonga leave during the course of the year so our retention was good.					
<b>Focus for 2016 School Year</b>	We aim to have our minimum required roll of 80 ākonga at the beginning of the school year 2016 and for this to increase as the year progresses.					

<b>Objective 4: Student Achievement</b>		<b>Measures</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Goal(s)</b>						
<b>See section 4.3 as part of the Performance Standards Reporting</b>	This is definitely a 'work in progress'. In the end we struggled with all the expectations of launching a new Kura in a short 3-4 month time frame, recruiting capable staff, developing a clear vision, pedagogy, matching curriculum and processes to both maintain and monitor progress of our students. We started as a bilingual Kura but have decided that our vision requires us to be a Rumaki Reo Kura. So half way through the year we introduced Nga Whanaketanga for the years 1-4 and stayed with national standard for 5-6. This certainly had its challenges. We believe that we have a solid framework in place now for determining 'student achievement' but need to put focus on suitable programmes, practice, assessment, analysis and reporting better.					
<b>Comment for 2015 School Year</b>						
<b>Focus for 2016 School Year</b>	Our year 5-6 class will still be National Standards for 2 more years but after that we will move towards Nga Whanaketanga across the kura as we see the tamariki coming up through the ages. Our focus will be on improving the current dual system and improving on analysis and reporting.					

## 4.2 Student Achievement Summary

### Academic Successes

*Please comment on the successes the School has had during the 2015 School Year.*

The main successes we have had this year is bringing together a completely new cohort of learners and inducting them into our approach to teaching and learning. This has included the school routines, accepted behaviours and pedagogy. Most of our ākonga had not been in a te reo Māori environment so this was also an important part of them settling in. We have had good success moving our ākonga towards the expected levels and have been very happy with their engagement in learning and participation within the Kura.

### Areas of particular strength

*Please comment on the area(s) of particular strength which are delivering outcomes greater than intended.*

As mentioned above the induction of our ākonga into a Te Reo Māori environment has been one of our key successes this year. Furthermore we are operating at the highest level of te reo Māori (80%+) that is required in our funding model 20-80%. This has been very pleasing and is a real strength of our Kura in providing a legitimate bi-lingual environment.

### Areas where opportunities exist for development

*Please comment on areas where self or external identified opportunities exist for development in 2016 and the plans, if any, to address these areas of improvement.*

As with any new enterprise there are a number of opportunities that exist and that we will investigate as we continue to develop. This will be around our use of competency learning groups, te reo Māori and project based learning.

### Context to Student Achievement Data

*Please provide any additional context to the Student Achievement data (Appendix) on your progress towards the student achievement metrics set out in the Agreement. This should include:*

- Proportional movement from baseline by year level.
- Details around how this information is developed – teacher judgement, assessment tools (detailing the tools used), etc.
- The use of external educational providers.
- The use of external moderation etc.

We had 3 classrooms. Two of the three classes were taught in Te Reo Maori and implemented Nga Whanaketanga Rumaki Maori. The other class was a reo rua class teaching the core curriculum areas in English and assessing through the National Standards. We have some movement however due to the fact that we taught the core curriculum areas in Te Reo Maori for two classes this movement is not as significant. For our Rumaki classes data was collected through panui haere, korero kia Mohio, Poutama tau /maturanga tau / ului aromatawai and he manu tuhihi. For the Reo Rua class data was collected through Probe, NuMPA/Gloss and writing samples with e-Assie.

**4.2 Student Achievement Data for 2015 - Students in Years 1-10**

*Sponsors do not need to complete Part A (Achievement compared to contracted Performance Standards) or Part B (Variance Report: Mid Year Estimation compared to contracted Performance Standards) as data and percentages in these tables are generated automatically through information you supply in Part C (Mid Year Progress Reporting (Tracking to Be) and Part D (End of Year Student Achievement Results).*

*Only the pink shaded cells need a value entered (including any zero values). These cells will turn white once data has been entered. All grey shaded cells are locked and/or calculated automatically. We suggest you begin with Part C and work from top to bottom on each data sheet.*

*You are welcome to include in tab 4.2 (Student Achievement Summary), or as an Appendix, any additional detail you have to support your schools' achievement, particularly around improvement in the progress of student achievement. For Sponsors with students in Years 9 and 10, this should include the achievement as per the curriculum levels and be consistent with information provided to parents at the respective stages but in particular at the end of the School Year.*

*You may note that that we are seeking a broader range of information than the Performance Standards reflected in your Agreement, reflective of the meeting held with the Authorisation Board and Sponsors of the first round of Partnership Schools in December 2014. We encourage you to provide additional information to support your results and in particular any learning achievements that are not reflected in the listed results.*

**Part A - Achievement compared to contracted Performance Standards**

Enter your contracted targets into the pink shaded cells below, these will turn white when data is entered.

% At or Above	2015 Results		
	Reading	Writing	Maths
All students	35.2%	42.6%	35.2%
Māori	35.2%	42.6%	35.2%
Pacific			
All other ethnicities			
Male	31.0%	33.3%	28.6%
Female	40.0%	35.0%	42.3%

2015 Performance Standards		
Reading	Writing	Maths
N/A	N/A	N/A

% of Standard Achieved		
Reading	Writing	Maths
N/A	N/A	N/A

56.6%	70.8%	78.0%
72.8%	69.0%	71.4%
75.3%	63.6%	64.7%
74.1%	63.5%	69.2%
69.5%	56.8%	61.2%
75.6%	61.3%	65.3%

31%	75%	60%
25%	53%	56%
27%	31%	31%
81%	16%	18%
112%	98%	18%
86%	122%	77%

**Part B - Variance Report - Mid Year Estimation compared to 2015 Year End actual**

% At or Above	Mid Year Reporting		
	Reading	Writing	Maths
All students	20.5%	40.0%	30.0%
Māori	20.5%	40.0%	30.0%
Pacific			
All other ethnicities			
Male	15.0%	23.8%	18.2%
Female	26.3%	57.9%	44.4%

End of Year Actual		
Reading	Writing	Maths
35.2%	42.6%	35.2%
35.2%	42.6%	35.2%
31.0%	33.3%	28.6%
40.0%	35.0%	42.3%

Mid Year - Actual Variance		
Reading	Writing	Maths
14.7%	2.6%	5.2%
14.7%	2.6%	5.2%
16.0%	9.5%	10.4%
13.7%	-22.9%	-2.1%
-82.4%	-47.1%	-52.9%
18.2%	36.4%	40.0%
20.0%	20.0%	20.0%
35.0%	-61.4%	12.5%
68.7%	30.6%	-25.3%
50.0%	0.0%	0.0%

**Part C - Mid Year Progress Reporting (Tracking to be)**

Reading	Well below	Below	At	Above	Total
All students	15	16	7	1	39
Māori	15	16	7	1	39
Pacific					0
All other ethnicities					0
Male	10	7	2	1	20
Female	5	9	5		19

Reading	Well below	Below	At	Above	Total
	38%	41%	18%	3%	100%
	38%	41%	18%	3%	100%
	50%	35%	10%	5%	100%
	26%	47%	26%	0%	100%

After 40 Weeks		6		6	
After 80 Weeks		8		8	
End of Year 3	6				6
End of Year 4					S 9(2)(a) OIA
End of Year 5	6	4		1	11
End of Year 6					

Writing	Well below	Below	At	Above	Total
All students	12	12	12	4	40
Māori	12	12	12	4	40
Pacific					0
All other ethnicities					0
Male	10	6	4	1	21
Female	2	6	8	3	19

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After 40 Weeks		8		8	
After 80 Weeks		8		8	
End of Year 3	6	1			7
End of Year 4		2	4	1	7
End of Year 5	5	1		2	8
End of Year 6					

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Maths	Well below	Below	At	Above	Total
All students	9	19	12	0	40
Māori	9	19	12		40
Pasifika					0
All other ethnicities					0
Male	7	11	4		22
Female	2	8	8		18
After 40 Weeks			6		6
After 80 Weeks		9			9
End of Year 3	2	4			6
End of Year 4					
End of Year 5	4	3	4		11
End of Year 6					

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Well below	Below	At	Above	Total	% At or Above
23%	48%	30%	0%	100%	30%
23%	48%	30%	0%	100%	30%
32%	50%	18%	0%	100%	18%
11%	44%	44%	0%	100%	44%

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**Part D - End of Year Student Achievement Results**

Reading	Well below	Below	At	Above	Total
All students	7	28	8	11	54
Māori	7	28	8	11	54
Pasifika	0	0	0	0	0
All other ethnicities	0	0	0	0	0
Male	6	14	4	5	29
Female	1	14	4	6	25
After 40 Weeks	0	14	2	1	17
After 80 Weeks	3	6	2	0	11
End of Year 3					
End of Year 4	0	4	4	2	10
End of Year 5	2	0	2	5	9
End of Year 6					

Well below	Below	At	Above	Total	% At or Above
13%	52%	15%	20%	100%	35%
13%	52%	15%	20%	100%	35%
21%	48%	14%	17%	100%	31%
4%	56%	16%	24%	100%	40%

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Writing	Well below	Below	At	Above	Total
All students	3	28	15	8	54
Māori	3	28	15	8	54
Pasifika	0	0	0	0	0
All other ethnicities	0	0	0	0	0
Male	1	19	6	4	30
Female	2	11	1	6	20
After 40 Weeks	8	8	1	1	17
After 80 Weeks	7	4			11
End of Year 3					
End of Year 4	9		1	1	10
End of Year 5	2	2	2	3	9
End of Year 6					

Well below	Below	At	Above	Total	% At or Above
6%	52%	28%	15%	100%	43%
6%	52%	28%	15%	100%	43%
3%	63%	20%	13%	100%	33%
10%	55%	5%	30%	100%	35%

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Maths	Well below	Below	At	Above	Total
All students	6	29	17	2	54
Māori	6	29	17	2	54
Pasifika	0	0	0	0	0
All other ethnicities	0	0	0	0	0
Male	4	16	6	2	28
Female	2	13	11	0	26
After 40 Weeks	0	9	7	1	17
After 80 Weeks	4	5	6	0	15
End of Year 3					
End of Year 4	2	5	0	1	8
End of Year 5	2	6	1	0	9
End of Year 6					

Well below	Below	At	Above	Total	% At or Above
11%	54%	31%	4%	100%	35%
11%	54%	31%	4%	100%	35%
14%	57%	21%	7%	100%	29%
8%	50%	42%	0%	100%	42%

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Reading	Well below	Below	At	Above	Total
All students	3	28	15	8	54
Māori	3	28	15	8	54
Pasifika	0	0	0	0	0
All other ethnicities	0	0	0	0	0
Male	1	19	6	4	30
Female	2	11	1	6	20
After 40 Weeks	8	8	1	1	17
After 80 Weeks	7	4			11
End of Year 3					
End of Year 4	9		1	1	10
End of Year 5	2	2	2	3	9
End of Year 6					

Well below	Below	At	Above	Total	% At or Above
6%	52%	28%	15%	100%	43%
6%	52%	28%	15%	100%	43%
3%	63%	20%	13%	100%	33%
10%	55%	5%	30%	100%	35%

s 9(2)(a) OIA

Writing	Well below	Below	At	Above	Total
All students	3	28	15	8	54
Māori	3	28	15	8	54
Pasifika	0	0	0	0	0
All other ethnicities	0	0	0	0	0
Male	1	19	6	4	30
Female	2	11	1	6	20
After 40 Weeks	8	8	1	1	17
After 80 Weeks	7	4			11
End of Year 3					
End of Year 4	9		1	1	10
End of Year 5	2	2	2	3	9
End of Year 6					

Well below	Below	At	Above	Total	% At or Above
6%	52%	28%	15%	100%	43%
6%	52%	28%	15%	100%	43%
3%	63%	20%	13%	100%	33%
10%	55%	5%	30%	100%	35%

s 9(2)(a) OIA

### 4.3 Student engagement

#### Unjustified Absences (Schools with students year 1-6)

*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.*

Metric: Measured through attendance data provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of Students	43	51	56	67	
Number of days the school is open	34	55	50	50	
Performance Standard: 0.01 x by the number of Students multiplied by the number of days the School is open	14.62	28.05	28.00	33.50	104.17
Actual Unjustified Absences (Full Days)	0	0	0	0	0
Percentage of Performance Standard	0.00%	0.00%	0.00%	0.00%	0.00%
Comment for 2015 School Year	We had a later start than would be usual as we got our temporary buildings prepared for use. We also finished slightly earlier as we had to move the temporary buildings off the school site and this was the only available time it could be done.				
Focus for 2016 School Year	Our calendar will adhere fairly closely to the "normal" school term calendar in 2016.				

#### Stand-downs (Schools with students year 1-6)

*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.*

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0		
Number of Students End of Quarter	43	51	56	67	
Actual Standowns - Number of Days	0	0	3	0	3
Actual Standowns - Number of Students	0	0	1	0	1
Comment for 2015 School Year	This stand down was to allow us the opportunity to investigate an incident and put in place a restorative process between the ākonga and their whānau.				
Comment for 2015 School Year	We will continue to use restorative practices to minimise stand downs, exclusions and suspensions.				

**Suspensions (Schools with students year 1 - 6)**

*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.*

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0		
Number of Students End of Quarter	43	51	56	67	
Actual Suspensions - Number of Days	0	0	0	0	0
Actual Suspensions - Number of Students	0	0	0	0	0
<b>Comment for 2015 School Year</b>	We use Kaupapa Māori restorative practices to minimise stand downs, exclusions and suspensions.				
<b>Focus for 2016 School Year</b>	We will continue to use restorative practices to minimise stand downs, exclusions and suspensions.				

**Exclusions (Students under the age of 16) (Schools with students year 1 - 6)**

*Exclusion is the formal removal of a student from school or Kura if they are under 16 years.*

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0		
Number of Students End of Quarter	43	51	56	67	217
Actual Exclusions - Number of Students	0	0	0	0	0
<b>Comment for 2015 School Year</b>	We use Kaupapa Māori restorative practices to minimise stand downs, exclusions and suspensions.				
<b>Focus for 2016 School Year</b>	We will continue to use restorative practices to minimise stand downs, exclusions and suspensions.				

**School Culture**

The Wellbeing@School survey collects data on students' perceptions of different aspects of school life and their experiences of pro-social and aggressive behaviours at school. There are two forms: the Primary form, for Year 5-8 students at contributing and full primary schools and junior students at area or composite schools. Depending on students' literacy levels this form may also be appropriate for students at intermediate schools; and the intermediate/secondary form, for Year 7-13 students at intermediate and secondary schools and senior students at area and composite schools.

You are not required to submit the full results of the survey however, the data may be requested at a later date.

**Metric: Wellbeing @ School Annual Student Survey**

2015 School Year	
Performance Standard	Collect Baseline Data annually.
<b>Summary of results from 2015 Students Survey</b>	The data indicates that the majority agree or strongly agree with the statements in the wellness survey relating to the five key areas. Areas for development relate mainly to the key area of 'Aggressive Student Culture'.
<b>Proposed Performance Standard and focus for 2016 School Year</b>	The data indicates there is a need to develop programmes/strategies at a junior level to further support current student/whanau engagement at school, inclusiveness and celebrating achievement. This can be targeted more effectively through the health curriculum that is currently being delivered in the school alongside whanau engagement strategies that are currently in place. All programmes/strategies are aligned with our 3 Pou; Be Maori, Be Educated and Be Leaders. student/whanau engagement/relationships within the school will give us some continuity across the year levels.

#### 4.4 Financial Performance

##### Operating Surplus

*Surplus is where the total income is greater than total expenditure in the Statement of Comprehensive income and expenditure statement. Deficit is where the total income is less than total expenditure in the Statement of Comprehensive income and expenditure statement.*

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Income	2 - 5%	154,686	156,475	170,226	159,463	640,850
Expenditure		116,070	121,061	128,022	198,119	563,272
Surplus/Deficit		38,616	35,414	42,204	-38,656	77,578
Percentage		25.0%	22.6%	24.8%	-24.2%	12.1%
Comment for 2015 School Year						
Focus for 2016 School Year						

##### Working Capital Ratio

*The working Capital ratio shows whether a school has enough short term assets i.e. money in the bank and other current assets to cover its short term debt.(what it owes currently i.e. GST, creditors etc.) In the Balance sheet the figure is derived from dividing total current assets by total current liabilities. It is a measure of liquidity, meaning the entity's ability to meet its payment obligations as they fall due.*

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Average
Current Assets	2:1	412,145	271,825	564,194	367,071	403,809
Current Liabilities		37,869	43,203	19,575	136,138	59,196
Working Capital		374,276	228,622	544,619	230,933	344,613
Ratio		10.88	6.29	28.82	2.70	12.17
Comment for 2015 School Year						
Focus for 2016 School Year						

##### Debt Equity Ratio

*A debt ratio is used to measure an entity's financial leverage, calculated by dividing total liabilities by it's equity. The D/E ratio indicates how much debt a company is using to finance its assets relative to the amount of value represented in equity. The result can be expressed as a number or as a percentage. A number lower than 1 indicates that the entity has taken on manageable debt levels and has a low risk. The lower the % or number the less risk.*

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Average
Current Equity	0.5:1	550,785	564,508	616,236	590,317	580,462
Current Liabilities		37,869	43,203	710,791	136,138	232,000
Debt Equity		512,916	521,305	-94,555	454,179	348,461
Ratio		0.07	0.08	1.15	0.23	0.40
Comment for 2015 School Year						
Focus for 2016 School Year						

**Operating Cash**

This is the annual earnings before depreciation. This excludes capital spending.

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
<b>Operating Cash per Forecast</b>		13,901	9,312	9,938	6,654	6,654
<b>Operating Cash End of Quarter</b>		38,616	35,413	42,204	-38,656	-38,656
<b>Operating Cash</b>		24,715	26,101	32,266	-45,310	-45,310
<b>Comment for 2015 School Year</b>						
<b>Focus for 2016 School Year</b>						

**Certification**

I certify that this School is solvent and



#### 4.5 Enrolments and Targeting Priority Learners

Enrolment Variance	
The Guaranteed Minimum Roll is used for the purpose of calculating certain payments during the first three years of this Agreement. The Enrolment Variance measures the difference between the School's GMR and the Actual number of Students enrolled at the School.	
Metric: Measured through information provided to the Ministry.	
<b>Guaranteed Minimum Roll</b>	Performance Standard
Guaranteed Minimum Roll	65
<b>Comment for 2015 School Year</b>	43
We planned to meet our required minimum roll by the end of Term 4, which we achieved. This was due to needing to get our facilities built to cope with that amount of ūkonga. Our temporary buildings could only manage a smaller number. Now we have reviewed our enrolment records and amended the enrolment figures provided in the second and third quarterly reports submitted in 2015. The figures provided in this report replace those previously submitted and approved.	51
<b>Focus for 2016 School Year</b>	We will begin 2016 with our required minimum roll.

School Enrolments and Leavers	
Please enter the number of enrolled students and leavers during each quarter for the whole year. When calculating the number of returning students to the school in the 2016 School Year, students should be counted in the year they will be enrolled in for 2016 not the current year. For example, if 20 Year 5 students are returning to the school in 2016, they should be entered into the Year 6 row.	
Number of students enrolled at the school in 2015	
Year Level	Opening Roll
1	10
2	7
3	7
4	6
5	9
6	4
<b>Enrolments End of Quarter</b>	43
<b>Comment for 2015 School Year</b>	We only had 2 ūkonga leave this year and that was due to changes in whānau circumstance.
<b>Focus for 2016 School Year</b>	We will continue to focus on retention of ūkonga in 2016.

**Total Leavers and Total Leavers for 2015 School Year**

Of those students who have left your school in 2015, please record the destination of students where known. The total number of Students in cell 14B should equal the figure in Total Leavers for the 2015 School Year (145). If the total Number of Students in cell 14B does not equal that entered in 145, cell J45 will turn red and record the variance between the figures.

**Unknown:** The Sponsor was not able to collect detail about Students' intentions.

**Compulsory Schooling:** The student was under the age of 16 at the time of leaving the School and is required by law to be enrolled and attending another New Zealand school. This could include students who have left the school and enrolled elsewhere or students excluded from the school.

**Employment:** The student has entered into paid employment.

**Further Training:** The student has enrolled in further training at a tertiary institution or other provider.

**University:** The student has enrolled in a New Zealand university.

**NEETS:** The student is not enrolled in education, employment, or training.

**Total Leavers for 2015 School Year**

2	0
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All students	Unknown	Another School	Employment	Further Training	University	NEETS	Total
All students	0	2	0	0	0	0	2
Male		2					2
Pasifika							0
All other ethnicities							0
Male							0
Female		2					2
	0	2	0	0	0	0	2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					0
					0
					2
					0
					0
					0
					2
					0
					0
					0
					2

**Geographical Location of Enrolled Students**

Please enter the geographical locations or where your Students are coming from. The total number of Students in cell EFG94 should equal the figure in Total Enrolments 2015 School Year (EFG72). If the total Number of Students in the cell EFG4 does not equal EFT2, cell G9 will turn red and record the variance between the figures.

Geographical Locations	Number Students	Percentage
Riverside	2	3%
Otangarei	1	1%
Maunu	2	3%
Morningside	5	7%
Woodhills	4	6%
Rauanga	15	22%
Kamo	7	10%
Onerahi	3	12%
Mairtown	3	4%
Whau Valley	2	3%
Tikipunga	2	3%
Ngunguru	3	4%
Maungakaramea	2	3%
	56	81%

**Priority Learners**

Please complete the table below and calculate your percentages based on figures inserted into this template and using the definitions provided. You are not required to specify which group a student may fall under however, the data provided may be subject to audit). Sponsors should begin by identifying students who are Māori, Pasifika or identify with having special education needs first. A student can only be counted in one category but we recognise that a student could identify with more than one priority learner group.

**Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).

**Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)'; the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through Resource Teachers Learning and Behaviour.

**Students from low socio-economic backgrounds:** If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background (this is restricted to three years because families may move as their circumstances change) OR identify the closest state school that is not a school of choice (integrated/section 155/156 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

**Metric:** Number of Students who are Māori, Pasifika, Students with Special Education needs and Students from low-socioeconomic backgrounds.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Avg
Enrolment of Priority Groups	75%	100.0%				
Comment for 2015 School Year	All ākonga were Māori.		100.0%		100.0%	100.0%
Focus for 2016 School Year	As a Kaupapa Māori Kura this is likely to continue, although we exclude non-e					

### 5.1 Property

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

- A summary of the major work and/or modifications you have undertaken at the property including renovations, site development, landscaping during the 2015 school year.
- 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 that remain unresolved.
- If you have a long term property plan, how you are progressing against the goals in the plan and any changes forecasted for your Property in the next year.

This has been an issue for us this year as given the short preparation time we weren't able to get our buildings ready in time. However we did source some very temporary prefabricated classrooms to use for the year while our permanent buildings were being built. This also influenced the number of ākonga we could cater. Despite this our pouako created a very safe and warm environment for the ākonga and worked hard within the confines of the buildings to ensure that the teaching and learning was of the highest standard. During Term 1 we installed a large playground that was chosen as it was suited to the range of age groups that we have at our Kura. Our new buildings are now ready and we will be using them from the beginning of Term 1 2016. These buildings have been purpose built to allow for large flexible learning areas that can be changed to suit the needs of the ākonga and pouako. There is also capacity to build further classrooms as the roll increases over the next few years.

## 5.2 Operative Documents

### Parents, family, whānau, iwi and community engagement policy

The Agreement commits the Sponsors to provide to the Minister a policy setting out how it will engage with parents, family, whānau, iwi and communities or the students (Clause 10.6). Once approved, this policy then forms part of the Agreement and the Sponsor is required to act in accordance with it.

Please confirm you have compiled with your approved parents, family, whānau, iwi and community engagement policy

Clause 10.6 also requires Sponsors to make this policy publically available, either on the School's website or via another suitable forum. Please confirm this policy is available.

As per your parents, family, whānau, iwi and community engagement policy, please detail your progress over 2015 in the table below against that Plan.

Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- How has the school gathered information about the needs of the parents, family, whānau, iwi and the community?
- How effectively has the school consulted with parents, family, whānau, iwi and the community?
- How has information gathered from parents, family, whānau, iwi and the community been incorporated into school planning and decision making?
- How well has the school communicated key information 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?

Through term 4 we have had a number of new whānau join our kura. We work alongside Mokpuna our ECE center to transition tamaki through to the kura ensuring a seamless move. We are working on implementing our Whānau Engagement Plan Policy. We are sending our weekly newsletters each class is responsible in putting together a page reflecting what they are learning in class. The panui also has up and coming dates, permission slips information and general information. We also have a facebook page to highlight any kura activity and to keep whānau informed. We have whānau hui each term, which is where we share data with the whānau and or discuss the up and coming terms. Each term we also have hui whakapiki (student led conferences) which enable pouako to set goals and look at their child's specific data with our whānau/ tamaki. At the end of term four, akonga/ whānau are given a end of year progress report and invited into the kura to discuss these with their pouako.

### Community and educational partnerships

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

EDUCATIONAL ORGANISATIONS	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
Partnering Organisation Whangarei District Library	Book bus visits to the kura	Once per month
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
Partnering Organisation Ngaati Hine Health Trust	Description of the Partnership Providing support for akonga with special learning needs	Level of involvement students and/or staff involved; approx hours per month, resources involved etc. Ongoing
New Zealand Police - School Community Officer	Have met with Mario Kaita and he has visited the kura. We are looking to develop a positive relationship between kura, akonga and the New Zealand Police	As required
Whangarei District Council	Ongoing relationship for mutual support	As required
Northland DHB - Public Health Nurse	Providing support for akonga with health concerns	Ongoing



### 5.3 Complaints and Challenges received under the Independent Review Process

#### Complaints

Please list any instances where official complaints (written) received by the Sponsor in the 2015 School Year.

- 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 during the 2015 School Year, please leave this section blank.

Quarter	Complainant	Nature of Complaint	Resolution	Status

#### Challenges received under the Independent Review Process

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 during the 2015 School Year.

Please refer to Schedule 8: Independent Review Process Framework 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 during the 2015 School Year, please leave this section blank.

Quarter	Complainant	Nature of Challenge	Resolution	Status

## 6.1 Risks Register

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 be either an 10% or 100%. Risks are usually written in the future tense.  
 Now, the event has not happened yet but there is a chance it could occur.  
 We can plan for risk based on its probability and impact on deliverable – risks can be avoided completely, or can be minimized, or can be transferred to other party.

Assess Risk										Evaluate Risk				Monitor Risk			
Risk No.	Date Raised:	Risk Type: Select from the drop down menu	Risk Description: Describe the risk in 1-2 sentences	Risk Owner: Select from the drop down menu	Risk Status: Open	Controls: (Things already in place within the organization) Why are you doing current to manage the risk?	Mitigation (Actions required): What further action(s) will be required to manage the risk?	What further action(s) will be required to manage the risk?	Risk Rating: Select from the drop down menu (for more information in the menu, click here)	Risk Level: Moderate Some objectives are affected or there is limited impact on students, capability, efficiency, reputation or customers.	Comments and Updates: Provide information on the management of this risk as required.	Date of Review: End of year	Support from the Ministry: Is support from the Ministry of Education required to assist you to manage the risk? Please be specific.	Support from the Ministry: Continued support to mitigate schools and with teachers unions			
1	1/02/2015	Capability/Capacity	Our ability to attract appropriate teaching staff	Sponsor		We use our networks to provide our kura, advertise widely and frequently			Likely 50-55% chance of occurrence in next 12 months		This is ongoing for us given that we are in a small town						
2																	
3																	
4																	
5																	

## 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.  
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.

Identifying the issue							Analysing the issue				Evaluating the issue				Support from the Ministry	
Nbr	Date Raised No.	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Comments and Updates	Comments and Updates	Activity History and Resolution	What further action(s) is/are required to manage the risk?	Date of Review	Is support from the Ministry of Education required to assist you to manage the risk? Please be specific				
1	Jan-15	Capability/Capacity	Our buildings have not yet been completed	Sponsor	Closed	High	We are currently in the process of obtaining consents with an aim to begin construction in June 2015 and completed by Term 4	We have begun on the buildings with an expected finish date of early term 4								
2																
3																
4																
5																

