



Partnership Schools | Kura Hourua

2015 Annual Report

Pacific Advance Senior School

01 January to 31 December 2015

Submitted by: Pacific Peoples Advancement Trust

General Information about your school

1. General information about your School

School Vision 	<p>The Sponsor's vision for the School is:</p> <p>(i) a School that advances Pasifika Peoples, focusing on youth and enabling, over time and generational strengthening; and</p> <p>(ii) enriched, vibrant, dynamic and successful Pasifika youth secure and confident in their education pathway, identities, languages and cultures.</p> <p>The Sponsor shall apply the following Principles to the operation of the school:</p> <p>(i) Pacific Advancement Senior School will be a secondary school for Pasifika, by Pasifika and determined by Pasifika focused on the provision of vocational pathways.</p> <p>(ii) 21st century secondary education aligned to an appropriate cultural context, inspiring educational success in Pasifika youth, providing them with the foundations for navigating resiliently through education, training and employment.</p> <p>The school shall operate with the following values: We adhere to the traditional Pasifika values of love and compassion (alofa, aroha, ofa, aora), respect (fa'aaloalo, fakaofo'ofo, manaakitanga) faith (fa'atuatua, whakapono,) and service (tautua). Overall these can be expressed through the way we live in "community".</p>
--	---

Basic Information about the School	
School Name	Pacific Advance Senior School
Sponsor Name	Pacific Peoples Advancement Trust
School Number	714
Current Year Levels	Year 11
All Year Levels (If different from above)	Year 11-13
Select School Type	Co-educational Senior Secondary (Years 11 - 13)
2015 Guaranteed Minimum Roll	100
Maximum Roll	250
Current Enrolment Count (end of School Year)	63
School Physical Address	42 Atkinson Avenue, Otahuhu, Auckland 1062
School Postal Address	PO Box 22420, Otahuhu, Auckland 1640
Website Address	www.pass.school.nz
Name of Key Contact	Hamish Crooks
Key Contact Phone Number	
Key Contact Email Address	
Name of School Leader/person responsible for teaching and learning	Parehuia Enari s 9(2)(a) OIA
School Leader/Principal Phone Number	(09) 276 0375
School Leader/Principal Email Address	

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	5/02/2015	2/04/2015	80
Term 2	20/04/2015	3/07/2015	106
Term 3	20/07/2015	25/09/2015	100
Term 4	12/10/2015	16/12/2015	94
Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day, enter in half days			0
Total			380

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	76
Quarter 2	1/04/2015	30/06/2015	104
Quarter 3	1/07/2015	30/09/2015	106
Quarter 4	1/10/2015	31/12/2015	94
Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day			0
Total			380

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.

Appendix 1 shows the structure for the governance and management of the school. This model developed during the year in response to the Sponsor's focus transitioning from a school establishment phase to an operational phase.

In 2015, the trustees of the Pacific Peoples Advancement Trust met regularly to review the schools progress against the Objectives and Performance Standards, and ensure that the school was meeting each of the Minimum Requirements of the Agreement.

The Trustees received regular written reports from the principals, and in conjunction with regular personal, phone and emails contact, collected relevant and sufficient information to enable it to make informed governance decisions.

The Trustees anticipate increasing the number of trustees in 2016.

The Trustees established the Pacific Advance Senior School Board (the school board) and it met regularly to assist and advise the Trustees. The school board members come from an educational or business background and have extensive connections in the Pacific community. A Terms of Reference outlines the function of the school Board and the way it operates.

The Trustees value the contribution that the school board makes by way of input, involvement and support.

The Trustees are considering increasing the size of the school board for 2016.

In 2015, the co-principals reported monthly to the school board about the progress the school was making to achieve the Objectives and Performance Standards, and ensure that the school met each of the Minimum Requirements of the Agreement.

The Advisor assisted the Trustees, school board and co-principals to undertake their responsibilities. The Advisor met regularly with the Trustees and the co-principals, attended school board meetings and engaged with staff at the school.

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 a 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.

The Sponsor has successfully established a senior secondary school 'for Pasifika, by Pasifika' that:

- incorporates the traditional Pasifika values of love and compassion, respect, faith and service
 - fosters educational success and future learning
 - provides students with a foundation that will enable them to access and succeed in further education, training or employment.
- The school opened in February 2015 with an initial roll of 18 students. By the start of Term four, the roll had grown to 63 students. The total number of enrolments for the school year was 84.

The experience related below is typical for the Year 11 students who enrolled at the school.

During term one 2015, Student 1 was absent from their local school an average of two days each week without good reason. Not surprisingly, he found the course work increasingly difficult to understand and he completed few of his assignments. By the end of the term he had not gained any credits towards NCEA Level 1 and he had decided to leave school.

A friend encouraged him to enroll at PASS and he did so at the start of term two. He quickly developed a good relationship other Samoan students and with his teachers. He is meeting his school attendance goal of at least 90 percent and he has gained 32 credits towards NCEA Level 1. He expects to have gained at least 50 credits by the time he sits his externally assessed standards in November.

s 9(2)(a) OIA

The school's pastoral care, guidance and support enabled students to develop positive self-esteem and a realization that their faith, culture and family are important to their future success.

The school curriculum focused on building students knowledge in English, Mathematics, Science and Physical Education/Health so that they have a sufficiently strong foundation to be able to gain national qualifications and successfully undertake future study towards their chosen career or vocation.

The schools behavior management policy and procedures focused on staff identifying issues quickly and addressing them so that students did not fall back into old habits such as attending school intermittently, disrupting the learning of others or not completing their work.

The schools family engagement practice involved staff working with whanau and ensuring they were aware of the progress their student was making, alerting them to particular challenges the staff or their student was facing and/or the positive change in their attitude.

The school's cultural context emphasized that everyone has an important role to play in the 'village' and that village members serve and support each other.

The school enjoyed the following success in 2015.

- Thirty-six students gained NCEA Level 1 despite many of them having been at PASS for only part of the school. Many of the remaining students are positioned to be able to gain the required number of credits early in the New Year.
- Average attendance in the classroom is 89 per cent.
- No student was suspended or excluded from the school.
- Attendance at the NCEA examinations was in excess of 90 percent. In addition to being well above the national average, this indicates that students were sufficiently committed and engaged to want to attend their respective examinations.
- A dedicated group of teachers and support staff who were committed to the school and who served as powerful role models for the students.
- Establishing effective links with community organisation that could expand the range of courses that the school could offer to students, contribute positive to student's welfare and wellbeing, serve as positive role models for students or enrich student's educational experience.

Sponsor's Report

By the end of 2015, the school had taken the following action to prepare for 2016:

- Developed Digital Technology courses for Year 11 and Year 12 students.
- Access to Manukau Institute of Technology courses that meet the needs of groups of Year 12 students and enable them to gain a Vocational Pathway.
- Access to Te Kura | The Correspondence school to broaden the Y12 subject choices.

One teacher and one academic coach left the school at the end of 2015 to pursue other opportunities (in one case, promotion to a middle management position at another school).

The school has employed short term replacements for these staff until they suitably fill the positions as well as hiring an additional teacher to cater for an increased roll in 2016. The Trustees are aware that there is a risk to the school if it is unable to recruit a suitable person to each position.

Through the schools own self review, the school considers that it is achieving its Objectives and Performance Standards, and meeting each of the Minimum Requirements of the Agreement.

The Education Review Office (ERO) undertook its New School Assurance Review in December 2015. Although the review report is not yet available, the verbal discussions that formed part of the review were positive.

Minimum Requirements

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 compiled with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158J 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;	Not Applicable											
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;	Met											
16.1(t)	the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2	Met											

Minimum Requirements

Non Compliance With Minimum Requirements			
<i>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.</i>			
Clause	Requirement	Reason	Remedy
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	The Sponsor does not currently comply with the Gazette notice (school name Pacific Advancement Senior School).	The Ministry of Education has undertaken to make changes to documentation to recognize the school as the Pacific Advance Senior School.
Schedule 1.4	The Sponsor is not permitted to provide religious education to the students during school hours.	The school programme includes practices of faith as part of the special character of PASS (specifically its values as Pacific peoples of Aotearoa), which are clearly outlined in the PSHC application, the schools charter and values. The Sponsor has requested the MOE to provide clarification of the difference between religious education (not permitted) and religious instruction (permitted) to ensure the school complies with its contractual obligations.	The Ministry of Education confirms that religious instruction means instruction in religion, including for example, instruction in prayer and religious observances as distinct from providing education about different religions and religious beliefs. The 2016 Contract Variation for PASS will amend this clause to allow the school to offer religious instruction and religious education.

Teaching Positions			
<i>Please enter the information below on the Teaching positions in the 2015 School Year.</i>			
		Number or %	Comments
<i>Number of teachers that hold registration (reporting year)</i>	Actual	4.0	
	Contract	2.4	
<i>Number of teachers that hold a Limited Authority to Teach (reporting year)</i>	Actual	0.0	
	Contract	0.0	
<i>Number of non-registered teachers (2015)</i>	Actual	0.0	
	Contract	0.0	
<i>Total number teaching staff (registered, LAT and non-registered)</i>	Actual	2.6	
	Contract	4.0	
<i>Percentage of teachers that hold registration and/or LAT (2015)</i>	Actual	5.0	
	Contract	100%	
		48.0%	

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 measure 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: Reaching target Pasifika priority learners		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goal(s)	Measures				
Ensure Pasifika values of love, compassion, respect, faith and service encompasses all aspects and functions of PASS	PEP's affirm student identity as learners Student achievement data reflects high student engagement in their studies Evidence of integration of Pasifika-centred education activities into curriculum/teaching programmes Students and their whāngai report an increase in understanding/use and confidence in personal Pasifika language and culture	Met Met Met	Progressing Towards Progressing Towards Progressing Towards Progressing Towards	Progressing Towards Progressing Towards Progressing Towards Progressing Towards	Met Met Met Met
To develop the 2016 Curriculum	A curriculum development plan is in place to serve the learning needs of the students beyond 2015	Not Applicable	Progressing Towards	Progressing Towards	Met
Comment for 2015 School Year	The school has developed a clear understanding of this objective (see Appendix 2, pages 10 and 11). For the Trustees, school managers and staff, reaching target Pasifika priority learners has involved the school achieving the following: • Enrolling priority learners – all of the 2015 enrolled students met the definition of priority learners because they identified as Pasifika (95%) or Maori (5%). Many had developed a pattern of poor attendance at their previous school or had already disengaged from education. Few had gained any NCEA credits at their previous school and e-asTTle testing showed that they were working two or three curriculum levels below the expected level for their age. • Being open for teaching and learning – the school was open for more than the required number of half days. Additional opportunities for teaching and learning were offered in the Term Three holidays and it extended Term Four to 13 December. • Incorporating Pasifika values-Pasifika values were incorporated into every aspect of the daily school routine. Of particular value was the 'Fa'a Pasifika' programme that was held twice each week to teach students about Pasifika culture and values and provide them with an opportunity to listen to and meet successful role models in the Pasifika community. • Having a relevant school Curriculum- the school's curriculum focused on strengthening students' foundation skills in English, Mathematics and Science. The school closely monitored the progress of each student towards meeting the NCEA literacy and numeracy requirement and it developed appropriate strategies for students at risk of not meeting these requirements. • Developing personal education plans – students were introduced to career planning and the subjects they selected for 2016 took into account the importance of English, Mathematics, Science and Technology (as a basis for future educating, training and employment) as well as subject that they enjoyed and wanted to pursue. • Teaching and engaging learners effectively – at times, staff found it challenging in the classroom to cater for students with different abilities. In Term Four, students were grouped according to their demonstrated ability, so that teachers could prepare students more effectively for NCEA external assessments. • Undertaking effective self-review – the school is in the process of reviewing how effective it was at reaching target Pasifika priority learners. The review involves measuring its performance against the 2015 Annual Plan and setting new goals for 2016.				
Focus for 2016 School Year	• Increasing the school roll. Initial indications are that the school will exceed its 2016 Guaranteed Minimum Roll (100 students) by the start of Term One, 2016. The school expects that the 2016 growth in the initial school roll will follow a similar pattern to 2015 and increase steadily through the year in response to students who become disaffected or disengaged at their local school. • Developing courses in Digital Technology for Year 11 and Year 12 students and engaging with Te Aho o Te Kura Pouāmu and Manukau Institute of Technology so as to expand the range of subjects and courses that are available to students.				

Objective 2: Achieving Pasifika Student Success			
Goal(s)	Measures		
To ensure high levels of achievement comparable to similar decile rated schools and expectations are attained	Achievement levels will be monitored, targets set, benchmarks met and students working towards the next NCEA level. Principals report each term on effectiveness of initiatives/interventions implemented through data such as attendance, discipline, achievement and leaver's destination.		
Comment for 2015 School Year	The school has developed a clear understanding of this objective (see Appendix 2, pages 12 and 13). For the trustees, school managers and staff, reaching target Pasifika priority learners has involved the school achieving the following: <ul style="list-style-type: none">• Teaching and engaging learners effectively – the school has provided staff with readings and examples of different curriculum approaches. Students have been involved in quality learning experiences in and out of the classroom (for example Mind Lab and Pasifika Dance and culture) tailored to meet individual student needs• Strengthening literacy and numeracy – The school has used e-estTIE to collect data about students literacy and numeracy ability. Towards the end of the year, the school made use of the Work and Study skills (literacy and numeracy) Unit Standards on the Directory of Assessment Standards to support students who were unlikely to meet the NCEA literacy and/or numeracy requirement. As a consequence, there were no students who gained 80 or more NCEA credits but failed to meet the NCEA literacy and numeracy requirement.• Monitoring student progress – Each month, the co-principals provided the school board with detailed information about student attendance and their progress toward attaining national qualifications. Good use was made of staff meetings to discuss the progress of individual students and develop a holistic picture of their progress and the challenges they were facing, both at school and at home.• Ensuring students achieve qualifications and awards – 36 students gained NCEA level 1 as of 15 January and up to eight more students are expected to do so by the NZQA cut-off date of 28 February. This is a particularly pleasing result in light of many students enrolling at the school part way through the year without having previously gained any credits.• Improving student behavior – the school set clear behavior expectations with each student as part of the enrolment process. When students fell short of meeting these expectations, the particular issue was addressed promptly by reinforcing the school values of love and compassion, respect, faith and service. Even though some students were an ongoing challenge, the behavior of most students improved significantly during the year to the point that the school did not suspend, or exclude any student.• Recognising success – school foto were used regularly to recognise students spiritual, cultural, academic, technological and sporting achievements. The school end-of-year prize giving/celebration was a particular highlight for parents/whanau, students and staff. It was well attended.• Undertaking effective self-review – the school is in the process of reviewing how effective it was at achieving Pasifika student success. The review involves measuring its performance against the 2015 Annual Plan and setting new goals for 2016.		
Focus for 2016 School Year	<ul style="list-style-type: none">• Providing opportunities for students to mentor their peers, model exemplary behavior and lead by example• Make greater use of project based learning to make learning relevant to student's interests and future plans.		
Objective 3: Achieving Pasifika Student Engagement			
Goal(s)	Measures		
To improve attendance of students	Implementation of strong attendance follow up procedures More parents would report absences Statistics are analysed and reported to the Board every term		
	Quarter 1 Quarter 2 Quarter 3 Quarter 4		
	Progressing Towards Progressing Towards Progressing Towards	Progressing Towards Progressing Towards Progressing Towards	Met Met Met

Comment for 2015 School Year	<p>The school has developed a clear understanding of this objective (see Appendix 2, pages 14 and 15). For the Trustees, school managers and staff, Achieving Pasifika student engagement has involved the school achieving the following:</p> <ul style="list-style-type: none"> • Have a focus on school attendance - Throughout the year, the school closely monitored student attendance and it followed up on unexplained absences by contacting parents and whānau. The average school attendance for the year, for all students was 89 per cent. The school was particularly aware that it had to identify issues quickly and address them so that students did not fall back into a habit of intermittent school attendance. • Foster wellbeing - Tu Tangata (health and well-being) was held three mornings each week and this promoted a culture of engagement, inclusion, motivation, learning, good nutrition and exercises for all students. This programme served as a platform on which to build success in the classroom. • Incorporate information and communication technology – the school expects to make greater progress in this area in 2016 • Teach and engage learners effectively – a school focus for 2016 will be to engage students more fully with their culture through classroom teaching and learning and throughout the school. • Appropriately manage stand downs, suspensions, exclusions and expulsions – the school did not suspend, exclude and expel any student. The school's ethos is to persevere with students and find ways to improve their behavior without removing them from school. • Undertake effective self-review- the school is in the process of reviewing how effective it was at achieving Pasifika student engagement. The review involves measuring its performance against the 2015 Annual Plan, and setting new goals for 2016. 																																				
Focus for 2016 School Year	<p>Focus for the 2016 school year: • Greater involvement by coaches (non-teaching support staff) in academic coaching and tutoring, particularly for year 12 students who take correspondence courses.</p> <p>Objective 4 Engaging Pasifika Families and Communities</p> <table border="1"> <thead> <tr> <th data-bbox="663 190 711 2135">Goal(s)</th> <th data-bbox="711 190 759 2135">Measures</th> <th data-bbox="759 190 806 2135">Quarter 1</th> <th data-bbox="806 190 854 2135">Quarter 2</th> <th data-bbox="854 190 901 2135">Quarter 3</th> <th data-bbox="901 190 949 2135">Quarter 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="663 190 711 2135"><i>Engaging parents and Kainga</i></td><td data-bbox="711 190 759 2135">The community identifies with the school and its vision.</td><td data-bbox="759 190 806 2135">Met</td><td data-bbox="806 190 854 2135">Progressing Towards</td><td data-bbox="854 190 901 2135">Progressing Towards</td><td data-bbox="901 190 949 2135">Met</td></tr> <tr> <td data-bbox="663 190 711 2135">Kainga feel they are in a partnership with the school to support their child's learning.</td><td data-bbox="711 190 759 2135">Progressing Towards</td><td data-bbox="759 190 806 2135">Progressing Towards</td><td data-bbox="806 190 854 2135">Progressing Towards</td><td data-bbox="854 190 901 2135">Progressing Towards</td><td data-bbox="901 190 949 2135">Met</td></tr> <tr> <td data-bbox="663 190 711 2135">The school has effective processes for engaging Kainga when students are enrolled.</td><td data-bbox="711 190 759 2135">Met</td><td data-bbox="759 190 806 2135">Met</td><td data-bbox="806 190 854 2135">Met</td><td data-bbox="854 190 901 2135">Met</td><td data-bbox="901 190 949 2135">Met</td></tr> <tr> <td data-bbox="663 190 711 2135">Kainga actively participate in the school in a variety of ways.</td><td data-bbox="711 190 759 2135">Progressing Towards</td><td data-bbox="759 190 806 2135">Progressing Towards</td><td data-bbox="806 190 854 2135">Progressing Towards</td><td data-bbox="854 190 901 2135">Progressing Towards</td><td data-bbox="901 190 949 2135">Met</td></tr> <tr> <td data-bbox="663 190 711 2135">Kainga feel they are listened to and valued.</td><td data-bbox="711 190 759 2135">Progressing Towards</td><td data-bbox="759 190 806 2135">Progressing Towards</td><td data-bbox="806 190 854 2135">Progressing Towards</td><td data-bbox="854 190 901 2135">Progressing Towards</td><td data-bbox="901 190 949 2135">Met</td></tr> </tbody> </table> <p>Comment for 2015 School Year</p> <p>The school has developed a clear understanding of this objective (see Appendix 2, pages 16 and 17).</p> <ul style="list-style-type: none"> • Building relationships – the school conducted an enrolment interview with each student, and their family. For some students, the school also involved external agencies so that a student's fully circumstances was known to the school. These interviews served as an initial opportunity for family members to step inside the school, meet and greet staff and where possible, share a meal together. Having strong contact between home and school – the school maintained an up-to-date contact list so that families could be easily contacted. Coaches were the first point of contact with families/whānau and they regularly undertook home visits so that they could communicate directly with families • Involving families - The termly kainga whānau meetings and end of year prize giving were well attended by parents/whānau and the participation of families in these events is confirmation to the school of the success it is having in involving families. • Being involved in the community- the Sponsor has good success in hosting Pastors in the Pasifika church community at the school and informing them about the school's vision, values and objectives. The school also had ongoing involvement with government and non-government agencies that work with Pasifika youth. Members of the New Zealand Police visited the school regularly to engage with students and build rapport. The school is well engaged with local community events such as family day outs, events at the Otauhu Rec centre and recent participation in the Otauhu community Christmas parade. • Undertake effective self-review- the school is in the process of reviewing how effective it was at engaging Pasifika families and communities. The review involves measuring its performance against the 2015 Annual Plan and setting new goals for 2016. <p>Focus for 2016 School Year</p> <p>Focus for the 2016 school year: • Support access to knowledge about Pasifika traditions, cultures and languages</p>	Goal(s)	Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4	<i>Engaging parents and Kainga</i>	The community identifies with the school and its vision.	Met	Progressing Towards	Progressing Towards	Met	Kainga feel they are in a partnership with the school to support their child's learning.	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met	The school has effective processes for engaging Kainga when students are enrolled.	Met	Met	Met	Met	Met	Kainga actively participate in the school in a variety of ways.	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met	Kainga feel they are listened to and valued.	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met
Goal(s)	Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4																																
<i>Engaging parents and Kainga</i>	The community identifies with the school and its vision.	Met	Progressing Towards	Progressing Towards	Met																																
Kainga feel they are in a partnership with the school to support their child's learning.	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met																																
The school has effective processes for engaging Kainga when students are enrolled.	Met	Met	Met	Met	Met																																
Kainga actively participate in the school in a variety of ways.	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met																																
Kainga feel they are listened to and valued.	Progressing Towards	Progressing Towards	Progressing Towards	Progressing Towards	Met																																

Objective 5: Inspiring and well informed, culturally competent staff					
Goal(s)	Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To provide motivational, inspiring and nurturing Commitment for 2015 School Year	Students will be able to make connections with programmes taught and will be fully engaged with their learning.	Progressing Towards	Progressing Towards	Progressing Towards	Met
	The school has developed a clear understanding of this objective (see Appendix 2, pages 18 and 19).				
	For the Trustees, school managers and staff, Inspiring, well informed and culturally competent staff has involved the school achieving the following:				
	• Knowing our students – staff participation in Tu Tangata, Fa'a Pasifika and Praise and Worship enable the staff to see students (and vice versa) in an outside classroom context. These daily interactions were instrumental to the school knowing its students and they served as a platform for greater engagement, interaction and mutual respect in the classroom.				
	• Being culturally sensitive and aware – the school took initial steps to ensure teaching, learning and assessment materials have an appropriate cultural context. The school progressively expanded use of Pasifika terms – including greetings and use of titles.				
	• Being inspiring teachers and leaders – many students arrived at the school with low self-esteem. Teachers and coaches conveyed consistent messages about positive self-worth and they set high expectations for students. The students responded by persevering with their studies through to the end of the year. Their attendance at the NCEA examinations was high, even though the examinations presented a big challenge to them – and one that they had not experienced before.				
	• Being an example and a role model – every staff member was a positive example and role model for students. Much of the school's success in its first year can be attributed to the quality and dedication of the staff. All of the staff are Pasifika or NZ Maori and they demonstrated an unwavering commitment to the students and the schools success				
	• Undertaking professional development and support – The co-principals were both involved in a first time principals mentoring and all staff members participated in professional development during the year. The school provided an advice and guidance programme for the school's one provisionally registered teacher.				
Focus for 2016 School Year	Identifying additional professional development opportunities for staff that focus on teaching and engaging learners effectively and subject-specific knowledge and content.				

4.2 Student Achievement Summary

Academic Successes

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

As of 15 January, 36 students had been awarded NCEA level 1. Up to seven more students are positioned to be able to the required 80 credits before the NZQA cut off for reporting results for the 2015 school year (28 February). The credit summary position for all students is as follows:

Number of credits (as of 15 January)	Number of students	Comment
> 80 credits	36	69% of these students were enrolled from the start of the year. 31% were late enrollees who entered with credits from other schools.
65-74 credits	8	Working on completion by end Feb.
40-63 credits	12	4 truants, 4 late enrollees, 4 SENCO
20-39 credits	8	3 truants, 1 SENCO, 4 late
1-19 credits	5	2 ESOL, 3 Leavers
No credits	5	1 late no credits, 4 leavers whose names remain on our roll

Students with no or few credits enrolled at the school late in the year. In most cases they had gained very few credits at their previous school.

Note that the school continued to enroll students late in the year in the hope that some progress could be made with these students to the point that they would enroll at the school in 2016 – in all likelihood as Year 11 students.

The school was disappointed with overall student performance in externally assessed (examination) standards. For all students, this was their first experience in sitting national examinations and many found it to be a daunting experience. Students sat up to two standards for English and Mathematics and three standards for Science.

The above success has been the result of 69% of the students beginning the school year at term one, setting high expectations and following up on attendance and student behavior. Students have responded positively to a school environment that focuses on Pasifika values and culture. As they have developed an understanding of the importance of family, culture, faith and education, they have been more committed to their studies.

Areas of particular strength

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

The school enjoyed success with many students in the form of improved self-esteem and a growing realization that they were capable of succeeding at school. In many cases, students have had to let go of past failures, poor life style choices, resentment towards culture and whanau, and low expectations in order to succeed.

The core pastoral programmes of Tu Tangata (health, nutrition and physical activity), Fa'a Pasifika (Pacific culture and values) and Praise and Worship (faith in God) are held at least three times per week. They have helped almost all students to reflect on their lives, make a more determined commitment to improve themselves and take advantage of the education opportunity that the school presents.

Reports from many parents describe how they have noticed a difference in their child at home. They state that their child has become more communicative, or more engaging with the family, or has changed their circle of friends for the better, or has enjoyed success at school for the first time.

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.

The school is aware that student's home life can affect their performance at school. For some students, family circumstances make it difficult to do homework. For some students, there is family pressure for them to enter the workforce as soon as possible so that they can contribute to the family finances. Some students have family commitments such as caring for elderly members of the family or younger siblings.

These issues point to an ongoing need for school leaders and the Trustees to engage with whanau and the broader Pacific community to instill the importance of education.

The school will seek additional professional development opportunities for all teachers. This will take the form of advice and guidance for beginning teachers, engagement with subject colleagues from other schools and participation in NZQA workshops around evidence gathering and assessment practice.

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.

Teachers follow the school's internal moderation procedure for all internally assessed standards to ensure that:

- assessment materials are fit for purpose before they are used with students, and
- there is sufficient and authentic evidence to justify the provisional grades awarded to students.

In November, the school requested NZQA to select a range of standards for external moderation so that teachers could receive feedback from moderators about the quality of their marking for work completed by students by 2015.

At the time of writing, the school had received feedback from NZQA for the three English standards selected for external moderation. The moderator was confident (for two standards) and highly confident (for one standard) in the assessors ability to make assessment judgments at the national standard. For the 25 samples of student work submitted, the moderator agreed with 22 of the grades awarded by the school.

The school worked with colleagues in another school to assess students against the Mathematics Common Assessment Task (MCAT) and to mark their work. The NZQA verification report, written for a sample of eight students, upheld the majority of grades awarded by the school. It also indicated there were a small number of marking errors.

The school used an external provider (Personalised Education Ltd) to offer personal financial management unit standards to students during the term three break.

4.2 Student Achievement Data for 2015 - Students in Years 11-13

In Parts A-F below, 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 work from top to bottom in the spreadsheet.

You may note 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 - 2015 Student Enrolment Profile

Not Enrolled refers to not enrolled in NCEA with a view of attaining a qualification

NCEA Enrolments	Not Enrolled in NCEA	Enrolled to complete Level 1	Enrolled to complete Level 2	Enrolled to complete Level 3	Enrolled to complete Level 1 & 2	Enrolled to complete Level 1 & 3	Total	Students No Longer in School System	Check
Year 11 Students	11	52	0	0	0	0	63	0	
Year 12 Students							0	0	
Year 13 Students							0	0	
Other (Describe)							0	0	
Total	11	52	0	0	0	0	63	0	

Part B - 2015 Achievement Performance Standard

Performance Standard	% Pass (enrolled leavers)	Standard	% of Standard Achieved	% Pass (all leavers)	% Pass all students)	% Pass (enrolled students)
School Leavers with NCEA L1	100.0%	80.9%	12%	100%	57.1%	69.2%
School Leavers with NCEA L2		66.9%				

S 9(2)(a) OIA

Part C - 2015 Achievement End Of Year - All Students

		2015 Results				
		Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence
All students	NCEA Level 1	11	16	31	4	1
All students						63
Māori		1	4	5		10
Pacific		10	12	26	4	53
All other ethnicities						0
Male		10	9	20	2	41
Female		1	7	16	2	27
Year 11		11	16	31	4	63
Year 12						0
Year 13						0

		2015 Results				
		Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence
All students	NCEA Level 2					
All students						63
Māori						57.1%
Pacific						50.0%
Other						58.5%
Male						53.7%
Female						53.7%
Year 11						70.4%
Year 12						57.1%
Year 13						70.4%

		2015 Results				
		Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence
All students	NCEA Level 3					
All students		0	0	0	0	0
Māori						0
Pacific						0
Other						0
Male						0
Female						0
Year 11						0
Year 12						0
Year 13						0

S 9(2)(a) OIA

Part D - 2015 Achievement Summary: School Leavers

School Leavers NCEA Level 1		2015 Results				
		Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence
All students	0	0	0	0	0	0
Māori						
Pacific						
Other						
Male						
Female						
Year 11					0	0
Year 12					0	0
Year 13					0	0

School Leavers NCEA Level 2		2015 Results				
		Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence
All students	0	0	0	0	0	0
Māori						
Pacific						
Other						
Male						
Female						
Year 11					0	0
Year 12					0	0
Year 13					0	0

School Leavers NCEA Level 3		2015 Results				
		Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence
All students	0	0	0	0	0	0
Māori						
Pacific						
Other						
Male						
Female						
Year 11					0	0
Year 12					0	0
Year 13					0	0

Part E - 2015 Variance Report - Mid Year Estimation compared to Year end Actuals (All Students)

		Mid Year Reporting			End of Year Actual		
		L1	L2	L3	L1	L2	L3
% At or Above		Number			Number		
All students	69.5%				57.1%		
Māori	76.9%				50.0%		
Pacific	67.4%				58.5%		
All other ethnicities							
Male	63.9%				53.7%		
Female	78.3%				70.4%		
Year 11	69.5%				57.1%		
Year 12							
Year 13							

		Mid Year Reporting			End of Year Actual		
		L1	L2	L3	L1	L2	L3
% At or Above		Number			Number		
All students	69.5%				57.1%		
Māori	76.9%				50.0%		
Pacific	67.4%				58.5%		
All other ethnicities							
Male	63.9%				53.7%		
Female	78.3%				70.4%		
Year 11	69.5%				57.1%		
Year 12							
Year 13							

Part E - 2015 Mid Year Progress Reporting (Tracking to be)
Enter the values that were reported in your second quarter report

NCEA Level 1	Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	Total
All students	4	14	41	59
Māori		3	10	13
Pacific	4	11	31	46
All other ethnicities			0	0
Male	4	9	23	36
Female		5	18	23
Year 11	4	14	41	59
Year 12			0	0
Year 13			0	0

NCEA Level 1	Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	Total
All students	7%	24%	69%	69%
Māori	31%	23%	77%	77%
Pacific		24%	67%	67%
All other ethnicities				
Male				
Female				
Year 11	7%	24%	69%	69%
Year 12				
Year 13				

NCEA Level 2	Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	Total
All students				
Māori				
Pacific				
All other ethnicities				
Male				
Female				
Year 11				
Year 12				
Year 13				

NCEA Level 2	Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	Total
All students	7%	24%	69%	69%
Māori				
Pacific				
All other ethnicities				
Male				
Female				
Year 11	7%	24%	69%	69%
Year 12				
Year 13				

S 9(2)(a) OIA

Performance Management Framework - 2015 Student Achievement Data - Students in Years 11-13

	Not Enrolled	Tracking to Not Achieve	Total
All students	0	0	0
Māori			0
Pacific			0
All other ethnicities			0
Male			0
Female			0
Year 11			0
Year 12			0
Year 13			0

	Not Enrolled	Tracking to Not Achieve	Total	% Pass (all students)	Tracking to Achieve
All students	0	0	0		
Māori			0		
Pacific			0		
All other ethnicities			0		
Male			0		
Female			0		
Year 11			0		
Year 12			0		
Year 13			0		

4.3 Student engagement**Unjustified Absences (Schools with students year 7 and above)**

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 End of Quarter	46	62	64	66	
Number of days the school is open	40	52	60	54	
Performance Standard: 0.028 x by the number of Students multiplied by the number of days the School is open	51.52	90.27	107.52	99.79	349.10
Actual Unjustified Absences (Full Days)	33.48	76.07	88	82.29	279.84
Percentage of Performance Standard	65.0%	84.3%	81.8%	82.5%	80.2%
Comment for 2015 School Year	<p>As mentioned in Section 4.1 (Objective 3), the school made it a priority to address student's unjustified absence from school. Parents were reminded and encouraged to contact the school if their student was not going to be at school. Any unexplained absence (where the family had not contacted the school) was followed up by a phone call from an academic coach. If it became apparent that a pattern of unjustified absence was developing, a home visit was made by a coach and, where necessary, a school manager convened a meeting with the family/whanau, student, outside agencies (where relevant) and school leaders to commit the student to regularly attending school. For the majority of students with an unjustified absence, the above strategies led to a change in their behavior and prevented an initial absence from developing into a long term pattern of unjustified absence from school. As a result, the majority of unjustified absences from school were generated by a small number of students who were not willing to comply with parental/whanau instructions or school expectations or honor commitments or undertakings that they gave. The overwhelming majority of students had a very good school attendance record, and this is especially pleasing considering that many of them had a poor record of school attendance prior to enrolling at PASS.</p>				
Focus for 2016 School Year	<p>The 2015 data indicates that the school's procedures for monitoring student attendance and addressing unjustified absences are effective with the majority of students. The school will continue to refine and improve them, and ensure that each unjustified absence from school is always followed up immediately and appropriate action taken. The school will continue to ensure that all of the relevant parties (family/whanau, student, and external agencies) attend the student's enrolment interview so that they are all clear about the school's attendance expectations)</p>				

Stand-downs (Schools with students year 7 and above)					
<i>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.</i>					
<i>Metric: Measured through information provided to the Ministry.</i>					
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			2.1 days per 100 Students		
Number of Students End of Quarter	46	62	64	66	
Actual Standowns - Number of Days	0	0	2	0	2
Actual Standowns - Number of Students	0	0	2	0	2
Comment for 2015 School Year	The school managers stood down 2 students for one day each. The stand downs were reported incorrectly to the ENROL due to a misunderstanding of the process. The incidents have been noted.				
Focus for 2016 School Year	The school managers will ensure any incidences are reported correctly and in a timely manner. The Trustees and the school managers will continue to consider a stand down, suspension or exclusion as a last resort (reserved for continual disobedience that is harmful to another student, gross misconduct or where a student's behavior is likely to cause serious harm to themselves or another student).				

Suspensions (Schools with students year 7 and above)					
<i>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.</i>					
<i>Metric: Measured through information provided to the Ministry.</i>					
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0.42 days per 100 Students		
Number of Students End of Quarter	46	62	64	66	
Actual Suspensions - Number of Days	0	0	0	0	0
Actual Suspensions - Number of Students	0	0	0	0	0
Comment for 2015 School Year	NIL				
Focus for 2016 School Year	The school managers will ensure any incidences are reported correctly and in a timely manner. The Trustees and the school managers will continue to consider a stand down, suspension or exclusion as a last resort (reserved for continual disobedience that is harmful to another student, gross misconduct or where a student's behavior is likely to cause serious harm to themselves or another student).				

Exclusions (Under the age of 16) (Schools with students year 7 and above)*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	0.15 days per 100 Students				
Number of Students End of Quarter	46	62	64	66	
Actual Exclusions - Number of Students	0	0	0	0	0
Comment for 2015 School Year	NIL				
Focus for 2016 School Year	The school managers will ensure any incidences are reported correctly and in a timely manner. The Trustees and the school managers will continue to consider a stand down, suspension or exclusion as a last resort (reserved for continual disobedience that is harmful to another student, gross misconduct or where a student's behavior is likely to cause serious harm to themselves or another student).				

Expulsions (Students over the age of 16)*Expulsion is the formal removal of a student from school or Kura if they are over 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	46	62	64	66	
Actual Expulsions - Number of Students	0	0	0	0	0
Comment for 2015 School Year	NIL				
Focus for 2016 School Year	The school managers will ensure any incidences are reported correctly and in a timely manner. The Trustees and the school managers will continue to consider a stand down, suspension or exclusion as a last resort (reserved for continual disobedience that is harmful to another student, gross misconduct or where a student's behavior is likely to cause serious harm to themselves or another student).				

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	
Summary of results from 2015 Students Survey	<p>There were 15 respondents to the survey (out of 67 students) because the school was not given online access to the survey until after the school year had finished. The responses from these students paint a very positive picture about the wellbeing of the students at PASS in 2015.</p> <p>School –wide climate and practice: There are 240 responses (16 dimensions x 15 students). Across all of the 16 dimensions surveyed, the responses were:</p> <ul style="list-style-type: none"> • 183 'strongly agree' (to statements such as 'I feel I belong at school' or "I feel safe at school"). • 46 'agree' • 5 'no response' • 6 'disagree' <p>Teaching and learning: There were 195 responses (13 dimensions x 15 students). Across all of the 13 dimensions surveyed, the responses were:</p> <ul style="list-style-type: none"> • 137 'strongly agree' (to statements such as 'teachers think all students can do well' or 'teachers make learning interesting'). • 49 'agree' • 5 'no response' • 4 'disagree' <p>Aggressive student culture: There were 180 responses (12 dimensions x 15 students). Across all of the 12 dimensions, the responses were:</p> <ul style="list-style-type: none"> • 123 'never' (to statements such as 'do other students hit, push or hurt you in a mean way') • 19 'one or two times a year' • 19 'one or two times a month' • 5 'no response' <p>Pro-social student culture and strategies: There were 165 responses (11 dimensions x 15 students). Across all of the 11 dimensions, the responses were:</p> <ul style="list-style-type: none"> • 100 'strongly agree' (to statements such as 'students treat each other with respect' or students treat teachers with respect') • 45 'agree' • 8 'disagree' • 1 'strongly disagree' • 22 'no response' <p>Community partnerships: There were 90 responses (6 dimensions x 15 students). Across all of the 6 dimensions, the responses were:</p> <ul style="list-style-type: none"> • 63 'strongly agree' (to statements such as 'I always feel safe when I am going to or from school') • 20 'agree' • 2 'disagree' • 5 'no response' 	
Proposed Performance Standard and focus for 2016 School Year	The survey revealed that there only a small number of concerns. These almost do not feature but they represent the experience and perspective of none or more children and so their response must be received with encouragements to address the issues identified. The responses demonstrate a depth of 'buy in' from the majority of the student body to the values of the PASS family. An area to improve is the administration of the survey. In 2015, the survey was not undertaken until after all of the students had finished school for the year. The students who participated were those that the school was able to contact, could travel to school to take the survey, and were willing to do so.	

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%	537,327	537,330	537,330	537,330	2,149,317
Expenditure		519,055	501,123	505,799	489,648	2,015,625
Surplus less Deficit		18,272	36,207	31,531	47,682	133,692
Percentage		3.4%	6.7%	5.9%	8.9%	6.2%
Comment for 2015 School Year	Overall an excellent financial performance for the final quarter albeit above the performance standard of 5%. Final performance to be confirmed after financial statements is finalised.					
Focus for 2016 School Year	This puts PASS into a good head start for the new financial year, however we will need to monitor the schools growth as it adds year 12 students while building teaching and student resources as well as capacity in classroom spaces.					

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	951,679	1,019,014	1,146,090	1,424,277	1,135,265
Current Liabilities		200,832	222,018	330,426	310,231	265,877
Working Capital		750,847	796,996	815,664	1,114,046	869,388
Ratio		4.74	4.59	3.47	4.59	4.35
Comment for 2015 School Year	PASS School and the sponsors overall have a strong liquidity ratio. The main reason is due to initial establishment costs have not been fully expended due to staging of development as school grows and Trustee maintain as reserves as we grow overall excellent working capital.					
Focus for 2016 School Year	PASS will see the working capital reduce overall this year due to staged developments i.e. classroom and resource requirements for a growing roll to year 11 and year 12 students this year. PASS School will maintain a good working ratio at or above the performance standard in 2016.					

Debt Equity Ratio

A debt ratio is used to measure an entity's financial leverage, calculated by dividing total liabilities by its 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	902,734	903,158	921,861	969,543	924,324
Current Liabilities		200,832	222,018	330,426	310,231	265,877
Debt Equity		701,902	681,140	591,435	659,312	658,447
Ratio		0.22	0.25	0.36	0.32	0.29
Comment for 2015 School Year	The debt to equity ratio is also healthy being less than the performance standard for the last quarter at 0.32:1 for the last quarter and only 0.29:1 for the annual average. Main reasons are that we mainly lease buildings and equipment at an operational level and we have no long-term debt commitments. Main debt is Wages, GST and current debtors current liabilities.					
Focus for 2016 School Year	PASS School intends to maintain a similar approach, while investing reserves towards some classroom and resource improvements and operationalising major commitments in order to maintain both Debt equity ratio's while monitoring our cashflow management.					

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
Operating Cash per Forecast	Positive Cash Flow Forecast =	1,117,016	1,148,812	1,180,608	1,250,628	1,250,628
Operating Cash End of Quarter		951,679	885,820	815,664	863,346	863,346
	Actual	-165,337	-262,992	-364,944	-387,282	-387,282
Comment for 2015 School Year	PASS school has maintained positive cashflow both forecasted and actual which is strong as we have performed with quarter surpluses against budget. The main areas are the set up funds are being implemented in stages as the school grows and operationalising major costs i.e. leases for buildings, equipment, etc					
Focus for 2016 School Year	This is expected to decrease over time as we continue to grow the school roll and resources in terms of personnel and school resources.					

Certification	
I certify that this School is solvent and	Yes

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						
Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Avg
Guaranteed Minimum Roll	100	46	62	64	66	60
Commitment for 2015 School Year	The Sponsor and the school are encouraged by the growth in the school roll even though it did not reach the Guaranteed Minimum Roll (GMR). The new initial roll (18 students on 1 February 2015) reflects the reality that the school and Sponsor had very little time to grow public/community awareness of the school and persuade families/whanau to entrust their child to a new school with no proven track record. Note, that we have reviewed our enrolment records and amended the enrolment figures provided in the first, second and third quarterly reports, submitted in 2015. The figures provided in this report replace those previously submitted and approved.					
Focus for 2016 School Year	The growth in the school roll during the year came about largely as a result of students being disaffected at the respective schools they had been enrolled in, or leaving their school despite its best efforts and advice, and the student not having any concrete plans for further education, training or employment. Also, as the school built its presence in the community and the vision and objectives of PaSS became better understood by more and more stakeholders particularly whanau, churches and social service providers, more whanau recognized the PaSS option as a better fit for their child/dependent, than the schools they may have been already enrolled in the time. It is also worth noting that some students had been disengaged from formal education for long periods, some over 12 months, prior to them enrolling at PaSS.					
Focus for 2016 School Year	The school's priority was to provide for students who were not succeeding in mainstream education. The Trustees recognized that attracting students who were succeeding at their local school was not a focus for their efforts to engage more Pasifika and Maori in PaSS. Using the attainment of national qualifications as an example, the Trustees objective was to increase the number of NCEAs awarded to Auckland Pasifika students (by providing disaffected students with a second education chance) rather than stuffing successful Pasifika students between schools (which is unlikely to increase the number of NCEAs awarded to Auckland and Pasifika students). In response to the slower than expected growth in the school roll, the GMR for 2016 has been reduced to 100 for the start of the year (with provision for it to increase each quarter).					
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	Quarter 1	Quarter 2	Quarter 3	Quarter 4	# Returning students to the school in 2016
	Opening Roll	Leavers	New Enrolments	Leavers	New Enrolments	Leavers
11	48	2	20	4	9	7
12						5
13						59
	48	2	20	4	9	7
Enrolments End of Quarter	46	62	64	66	62	60
Commitment for 2015 School Year	The variance in the above figures are due to the timing of withdrawals from our system and then entries into ENROL, row 31 indicates the actual numbers as recorded in ENROL.					
	Research and data reveal that school leavers tend to disengage from their respective school relatively soon after enrolling. Typically, having previously disengaged from education, – some of these students find it too challenging to reengage when given the opportunity.					
	Student disengagement from their respective school led PaSS to enrol students at any point during the year, so as to minimize the amount of time between a student leaving their former school and enrolling at PaSS.					
Focus for 2016 School Year	For some students, there is family/whanau pressure to leave school as soon as possible and enter the work force so that their wages can contribute towards the households finances.					

School Leavers Destinations 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 J43 should equal the figure in Total Leavers for the 2015 School Year (J45). If the total Number of Students in cell J45 does not equal that entered in J45, cell J45 will turn red and record the variance between the figures.

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

Campus/ 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

All students	Unknown	Another School	Employment	Further Training	University	NEETS	Total
All students	6	11	0	0	0	1	18
Maori	1	5	0	0	0	0	6
Pasifika	5	6					12
All other ethnicities							0
Male	5	4					9
Female	1	7					8
	6	11	0	0	0	1	18

Year 11	6	11	0	0	0	1	18
Year 12						0	
Year 13	6	11	0	0	0	0	18

Geographical Location of Enrolled Students

Please enter the geographical locations of where your Students are coming from. The total number of Students in cell EF504 should equal the figure in Total Enrolments 2015 School Year (EF572). If the total Number of Students in the cell EF504 does not equal cell G94 will turn red and record the variance between the figures.

Total Enrolments 2015 School Year

Geographical Locations	Number Students	Percentage
Cleland	1	1%
Clover Park	1	1%
Favona	5	6%
Māngere	21	25%
Papatoetoe	10	12%
Otara	13	15%
Manurewa	3	4%
Mount Wellington	5	6%
Totara Heights	1	1%
Wattie Downs	1	1%
Flat Bush	1	1%
Orewa	1	1%
Otahuhu	12	14%
Henderson	1	1%
Kelston	1	1%
Watermead	1	1%
Ponsonby	1	1%
Onehunga	1	1%
Massey	1	1%
Manukau	3	4%
	84	100%

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 must 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 Services' 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 155/158 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
		1	2	3	1	2	3	1	2	3	1	2	3	
Enrolment of Priority Groups	75%		100.0%		100.0%			100.0%			100.0%			100.0%
Comment for 2015 School Year														
Focus for 2016 School Year														

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.

The areas of the building that were fitted out for the start of 2015 are:

- four classrooms of good size, layout and condition
- three multi-purpose rooms for use by teachers when working with groups of students
- kitchen and dining room (breakfast and lunch is provided for all students)
- assembly area
- meeting room
- reception area and office
- staffroom
- bathroom/toilet facilities.

The design and layout of the school premises for the 2015 school year proved to be well suited for teaching and learning and delivery of the curriculum. The classrooms are large enough for 20-25 students and each is equipped with white boards and a data projector. There is excellent wireless access to the internet from everywhere in the building.

The student lockers are located close to the classrooms and available for students to use.

The assembly area is used daily for whole school gatherings and it also served as an excellent venue for holding the school's first NZQA/NCEA external examinations.

The Trustees are currently working with the building owner to ensure additional space is available for use for 2016. The work is on track for completion in late January. This work was part of the school's long term property plan. The additional floor space that will be available from February 2016 will enable the school to cater for Year 12 students and a school roll of up to 175.

Further work that will be undertaken in 2016 includes:

- adding an extra egress from upstairs (currently there are two)
- creating/refurbishing at least one more teaching space – to bring the total to nine

Further work that is being considered for 2016 includes:

- developing an outdoor play area for students to use before school or at lunchtime
- investigating options for addition off-street parking.

There are no health and safety issues that have been identified in regards to property that remain unresolved.

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 of 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 complied 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.

Complied

Available on other suitable forum

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?

In line with the school's Parents, family, whānau, iwi and community engagement policy, the school has worked proactively with - all its stakeholders to communicate key information, gather information about their needs and consult them – on all matters pertaining to the school and the quality of their child's education.

The school's main focus has been to engage face to face with the whānau of each student wherever possible. Interaction occurs at school, at school events or by staff visiting the home. The school is very mindful that whānau traditionally may have had a negative experience at school themselves, or in dealing with a school as a parent, or they may feel intimidated interacting with the school because of a perceived language barrier or difficulty.

Action taken in 2015 to engage with families and whānau included:

- Ensuring parents/whānau participated in the enrolment interview for their child, and that they understood the school's expectations for their student, particularly in relation to attendance, uniform and behavior
- Developing an understanding of family circumstances, including siblings and other family members who lived at home, including those who the student cared for at particular times.
- The school's academic coaches making home visits to inform and consult with parents about their student
- Creating opportunities for parents /whānau come to the school
- Holding mid-year whānau/student/teacher meetings. These were very successful and 90 percent of students had at least one family member attended. There was a noticeably high number of fathers present.
- 130 people attended the Kainga celebration (June). Six parents voluntarily spoke at the celebrations to share their testimonies of the positive effect PASS is having on their son/daughter.
- The school's open door policy created a strong link between staff, student and Kainga. Kainga were comfortable to call in to school or book appointments to discuss their child's learning and/or behavior needs.
- In December, information was sent to every family that outlined the subjects/course that the school is offering in 2016 and the particular ones that their student intended to take
- In December, the school first prize giving/celebration was held (including a formal dinner) was very well supported by students and their whānau.
- Hosting local Pastors at the school in December to inform them about how the school can better serve the Pasifika community in South Auckland.
- Invite throughout the year, role models for their communities to provide inspirational and motivational presentations, these have proved very effective and further strengthen the schools connectedness and levels of engagement with the wider community

Based largely on discussions held with individual families, the school and Trustees are satisfied that they are operating the school in the best interest of the students and their families and that students, families and the community are satisfied with the quality of education being provided.

Community and educational partnerships

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

EDUCATIONAL ORGANISATIONS

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
PT networking and engaging with local ITO's to develop a Vocational arm to our 2016 curriculum	Gateway/Vocational pathways	27 students are enrolled to attend various courses, 1 day per week (40 weeks in total).
Manukau Institute of Technology Te Aho o te Kura Pounamu The Correspondence School Code Avengers Edtech Company, Hamilton	Access to Y12 and ESOL subject materials Access and support to deliver L1 & 2 Digital	25 Y12 students are enrolled in a range of subjects. Academic coaches will be the main All Y11 students and 12 Y12 students will access this programme as a full year subject.

COMMUNITY ORGANISATIONS AND GROUPS

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
Otahuhu Rec Centre	Gym & fitness instruction.	Use of gymnasium 3 hours per week. Full instruction from staff. Use of showers. All students.
Otara Pool & Leisure Centre	Swimming lessons.	Use of swimming lanes 3 hours per week. Full instruction from staff. All students.
Otahuhu Rugby Club	Use of fields.	2-3 hours per week where necessary.
Strive Community Trust	Truancy support.	3 students.
CYFS Otahuhu	Child welfare liaison and staff training.	Where needed.
One Care Health, Papatoetoe	Student medical check up and care including dentistry service.	6 weekly visits. All students.
Otahuhu Community Police	Weekly checks on school building. Safety and Truancy support.	Officers drop in when available for lunch with the students.
Pacific Boxing	Boxing skills lessons.	3 hours per week.
Hallelujah Worship Centre (Otahuhu)	Community engagement and recruitment.	The Senior Pastor fully supports the school and promotes new enrolments.
Indian Christian Fellowship (Otara)	Mentoring support, holiday programmes	Where needed.
Otahuhu Mangere Youth Group	Mentoring, holiday camps	Developing networks.
INZONE (Epsom)	Mentoring, leadership camps	Chosen leaders attend camps.
Auckland City Council	Student leader interviews	Meetings focusing on what youths need in the Otahuhu area.
Buck Stowers – Genetics Training	Mentoring	Mentoring – obesity.
Pacific Dance NZ Le Moana Dance Company (Porirua)	Pasifika dance workshops.	3 hour workshop (one off)
Solomon Group Youth Services	Mentoring and financial literacy lessons	September holidays.

Policies for ensuring a safe physical and emotional environment for Students			
<p><i>The Agreement commits the Sponsors to provide to the Minister policies for ensuring a safe physical and emotional environment for Students (clause 7.5). Once approved, these policies then form part of the Agreement and the Sponsor is required to act in accordance with the approved policies.</i></p> <p><i>Please confirm you have compiled with your approved policies for ensuring a safe physical and emotional environment</i></p> <p><i>If you have answered 'Not Complied' or 'Partially Complied' please enter the details below.</i></p> <p>Non Compliance with policies for ensuring a safe physical and emotional environment for Students</p> <p><i>Please record the part(s) of any policies that have not been complied with during the 2015 School Year.</i></p>			
<i>Policy Name</i>	<i>Part(s) of Policy</i>	<i>Reason</i>	<i>Remedy</i>

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	Complaint	Nature of Complaint	Resolution	Status
	Nil			

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	Complaint	Nature of Challenge	Resolution	Status
	Nil			

6.1 Risk Register

A risk is an uncertain event or condition that, if occurs, has a positive or a negative effect on your objectives. The probability of a risk may range between 1 and 100%, but 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.

We can plan for risk based on its probability and impact on deliverables - risks can be avoided completely, or can be minimized, or can be transferred to other party.

Manage Risk						
Nbr	Date Raised	Risk Type	Risk Description	Risk Status	Mitigation (Actions required)	Monitor/Risk
1	Dec-14	Strategic	Select from the drop down menu Describe the risk in 1-2 sentences Low enrollment numbers may impact on funding for 2015 if the GMR is reduced.	Selected from the drop down menu Open	What further action(s) are required to manage this risk? New recruitment plan in place	Risk Rating Select from the drop down menu. Definitions in the menu. Pausible: 30-50% chance of occurrence in next 12 months Unlikely: 10-20% chance of occurrence in next 12 months Remote: 1-10% chance of occurrence in next 12 months N/A: None
2	Jun-14	Capability/Capacity	Continued acceptance of new enrolments is increasing the already wide range of learning needs below curriculum level 5.	Open	Staff PD; more effective use of support staff (coaches) Begin FSCJ support students follow up and after hours tutorials	Risk Rating Select from the drop down menu. Definitions in the menu. Pausible: 30-50% chance of occurrence in next 12 months Unlikely: 10-20% chance of occurrence in next 12 months Remote: 1-10% chance of occurrence in next 12 months N/A: None
3	31-Jan	Capacity/Capacity	There is (and will be) an ongoing challenge to recruit trained, registered, experienced, subject area and subject specialists who have the cultural and pedagogic skills that are needed in order to work successfully with Pasifika youth.	Open	Advertise for staff as soon as a vacancy arises Advertise extensively through community, Pasifika and Spencer networks	Risk Rating Select from the drop down menu. Definitions in the menu. Pausible: 30-50% chance of occurrence in next 12 months Unlikely: 10-20% chance of occurrence in next 12 months Remote: 1-10% chance of occurrence in next 12 months N/A: None
4						
5						

Support To The Ministry						
Nbr	Date Raised	Risk Type	Risk Description	Risk Status	Mitigation (Actions required)	Monitor/Risk

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	Issue Type Select from the drop down menu	Issue Description Describe the issue in 1-2 sentences	Issue Owner Select from the drop down menu	Issue Status Select from the drop down menu	Issue Rating Select from the drop down menu	Activity History and Resolution What further action(s) is/are required to manage the risk?	Comments and Updates Provide information on the management of the issue as required.	Review Is support from the Ministry of Education required to assist you to manage the risk? Please be specific	Date of Review				
1	Nov-14	Capability/Capacity	Change of governance structure	Sponsor	Closed	Low	Transitioning into a new BOT for PASS on 6th May 2015	Q2 Comment: PASS advisory board in place and meeting monthly to support PPA; GF is providing guidance to the Sponsor and school management ensuring understanding of contractual agreement and governance responsibilities.	Quarter 3					
2	Apr-15	Capability/Capacity	Resignation of Governance Facilitator	Sponsor	Closed	High	Position open from 18 May 2015	Relationship Manager to find suitable replacement ASAP. Governance Facilitator engaged from 18 May 2015.	Weekly					
3	Dec-14	Contractual	Low enrolment numbers at the school	Sponsor	Open	High	The Board developed a 2016 recruitment plan, which is now led by the PASS administration and the Co-Principals. Neighbouring schools have been invited by the Board to consider PASS for any students they cannot reach. The recruitment team have begun their advertising campaign for 2016. The school continues to accept new enrolments.	Enrolment Update - December to June: 69 students; 10 student withdrawals from March to June. Student numbers as follows: 7 (December), 14 (January), 31 (February), 48 (March), 52 (April), 55 (May), 59 (June), 59 (July), 62 (August), 62 (September).	Monthly BOT	McE to invite other schools to alert PASS when a student leaves				
4	Dec-14	Contractual	Low enrolment numbers at the school	Sponsor	Closed	Medium-Low	An agreement was made between the Sponsor and MoE to keep the 2016 GMIR to 100 with the assurance that when numbers exceed 100, the Sponsor will receive the extra funding per student.	Enrolment Update as of end Dec - 97. Enrolments are booked for January 2016 and the numbers look promising.	Quarter 1, 2016					
5														