


Education Report: Partnership Schools | Kura Hourua: 2015 Quarter Four and Annual Reports

Recommendations

We recommend that the Minister of Education:

- a. **note** that, as you have terminated the Agreement with Ngā Parirau Mātauranga Charitable Trust, its annual report for 2015 will be addressed in the final advice to you on winding up of the school;
- b. **note** that the six other sponsors operating eight Partnership Schools have submitted their quarter four and annual reports for 2015;
- c.  **agree** to delegate approval of the sponsors' annual and quarterly reports to the Deputy Secretary, Early Learning and Student Achievement;
- d. **note** that the Deputy Secretary, Early Learning and Student Achievement has approved the annual reports for these eight partnership schools, subject to the proposed change in delegation being agreed by you;
- e. **note** that the Ministry sought and received advice from the Authorisation Board regarding this report and that this report represents the view of both the Board and the Ministry;
- f. **note** the analysis of the performance of the schools in 2015;
- g. **note** that separate advice will be provided within the coming month on the release of the operational payment retentions, which equate to one percent of the sponsor's quarterly operational payments;
- h. **note** that we intend to review the current performance standards to ensure that they provide a comprehensive, appropriate and easily comparable picture of each school's performance;
- i. **note** that the sponsors are required under the terms of their agreement to report publicly on the progress of their school in 2015 by 31 May 2016;
- j. **agree** to release the Annual Reports and this report on the Ministry of Education website as part of the next information release on Partnership Schools.

AGREE / DISAGREE


Lisa Rodgers
Deputy Secretary
Early Learning and Student Achievement

Encls

NOTED



Hon Hekia Parata
Minister of Education

12/6/16

David Seymour
**Under-Secretary to the
Minister of Education**

___/___/___

Education Report: Partnership Schools | Kura Hourua: 2015 Quarter Four and Annual Reports

Purpose of Report

1. The purpose of this report is to:
 - a. advise you of the performance of the Partnership Schools against their agreements for 2015;
 - b. seek your approval to publicly release the sponsors' Annual Reports and this report, with appropriate redactions.

Background

2. Clause 18.2(b)(ii) of the Partnership Schools agreement requires the sponsors to submit to the Minister an annual report by 31 January of each year in respect of the previous school year.
3. On 19 August 2014, under clause 34.1(a) of the Partnership Schools Agreement, you appointed the Deputy Secretary, Sector Enablement and Support to administer the Partnership School agreements on your behalf [METIS 878319 refers]. On 26 November 2014, you added approval of the Sponsors' annual (and quarterly) reports to this delegation [METIS 894825 refers].
4. Clause 18.3(a) requires the sponsor to report to the Ministry at least twice each year on student achievement results for their students. This information is provided in the Second Quarter Report and in the Fourth Quarter/Annual Report.
5. Schedule 7, Clause 1.5(i)(ii) of the Agreement provides for one percent of quarterly operational payments to be withheld. This is payable upon the Minister's receipt and consideration of the Annual Report, and confirmation that the school has met its performance measures for the year. Separate advice will be provided on that matter within the coming month.
6. The six sponsors that operate the eight Partnership Schools currently in operation have submitted Annual Reports for the period 1 January to 31 December 2015.
7. The reporting template was not sent to Nga Pāirau Mātauranga Charitable Trust as, at that time, the Trust was considering its response to the Minister's proposal to terminate the agreement with the Trust, under which it operated Te Pūmanawa o te Wairua Partnership School.
8. On 12 January 2016, and at the Trust's request, the Ministry sent a copy of the reporting template to Nga Pāirau Mātauranga Charitable Trust. We advised the Trust that as it was in the process of responding to the Minister's proposal, the Ministry did not want to put additional pressure on them to complete the report. The Trust has undertaken to provide a report, and advice will be provided on it as part of the final advice on winding up of the school.
9. The Annual Reports and performance analysis have been provided to the Partnership Schools Authorisation Board for their feedback.
10. This report reflects the view of both the Board and the Ministry.

Current Schools

11. The current Partnership Schools are as follows:

Table 1: Current Partnership Schools

School	Sponsor	Location	Year Opened	Year Levels	Confirmed Roll Return as at 1 March 2016
South Auckland Middle School	Villa Education Trust	Wattle Downs Auckland	2014	7-10	147
Te Kura Hourua Whangarei Terenga Paraoa	He Puna Marama Charitable Trust	Whangarei	2014	7-13	158
The Rise UP Academy	The Rise UP Trust	Mangere East Auckland	2014	1-8	78
Vanguard Military School	Advance Training Group Ltd	Rosedale Auckland	2014	11-13	154
Middle School West Auckland	Villa Education Trust	Glendene Auckland	2015	7-10	99
Te Kāpehu Whetū (Teina)	He Puna Marama Trust	Whangarei	2015	1-6	103
Pacific Advance Senior School	The Pacific Peoples Advancement Trust	Otahuhu Auckland	2015	11-13	81
Te Kura Māori o Waatea	Manukau Urban Māori Authority	Favona Auckland	2015	1-8	73

Content of Annual Report

12. The Annual Report includes information on the Objectives, Minimum Requirements and Performance Standards, to allow our assessment of the performance of the sponsor under the Partnership Schools Agreement.
13. The report template is composed of a number of worksheets covering three mandatory sets of information:
 - a. the Annual Report;
 - b. the fourth quarter and end of year financial information;
 - c. student achievement at the school in 2015.

14. The Annual Report is designed to elicit a comprehensive picture of a Partnership School's recently completed academic year as it relates to the school's performance in those areas detailed in the agreement [Schedule 6]: student achievement, student engagement, financial performance and targeting priority learners. It should also assess progress towards the achievement of the Objectives set out in the Agreement.

Approval of Annual Reports

15. On 19 August 2014, under clause 34.1(a) of the Partnership Schools Agreement, you delegated to the Deputy Secretary, Sector Enablement and Support to administer the Partnership School Agreements on her behalf [METIS 878319 refers]. On 26 November 2014 you added approval of the sponsors' annual and quarterly reports to this delegation [METIS 894825 refers].
16. Responsibility for Partnership Schools was recently transferred to the Deputy Secretary, Early Learning and Student Achievement and you are therefore requested to agree to transfer the delegation to approve the sponsors' annual and quarterly reports to this role.
17. We intend to review separately the other delegations that are in place and will provide separate advice to you on those.
18. The Deputy Secretary, Early Learning and Student Achievement has considered the sponsors' Annual Reports on your behalf, and has approved all eight reports, subject to the proposed change in delegation being agreed by you.
19. Villa Education Trust did not provide unaudited accounts by 31 January as required under the terms of the Agreement, but has subsequently provided its audited accounts, which has enabled their reports to be approved.

Summary of Overall Performance

20. This report covers both Round One schools, for their second year of operation, and Round Two schools for their first year of operation.
21. For Round One schools this is the second set of annual reports prepared under the Partnership School policy. All four remaining Round One Schools have continued to perform well.
22. The Round Two schools generally performed less well. As this is the first year of operation for Round Two schools, and there is limited performance data available at this stage, it is too early to draw definitive conclusions on the schools' progress.
23. In the case of three of the four Round two schools, students enrolled throughout the year, meaning that the school had less than a year to get them to the required standard. In some cases, the new students were well behind on joining, making the task even harder.
24. Other reported factors impacting on progress are difficulties in attracting quality teachers, student transience, the high rate of referrals from Child Youth and Family and the Police and referrals of difficult students from other schools.
25. An analysis of each school's performance is provided in Appendix1.

Student Achievement

Secondary Schools – Round One

26. There were two senior secondary schools in Round One - Te Kura Hourua o Whangarei Terenga Paraoa and Vanguard Military School. Both exceeded their student achievement performance standards.
27. Te Kura Hourua o Whangarei Terenga Paraoa achieved 100 percent pass rates for leavers at NCEA Levels 1 and 2 (and all students enrolled in these qualifications).
28. Vanguard achieved 100 percent for NCEA Level 2 for both leavers and enrolled students. For NCEA Level 1 it achieved a 94.1 percent pass rate for enrolled students and 97.3 percent for school system leavers. A total of nine merit and one excellence awards were given.
29. Although no performance targets were set for higher qualifications in 2015, the students at the two schools that were enrolled in NCEA Level 3 performed well (93.8 percent for Te Kura Hourua o Whangarei Terenga Paraoa and 100 percent for Vanguard).

Secondary Schools – Round Two

30. Pacific Advance Senior School was the only senior secondary school approved in Round Two.
31. As this was the first year of NCEA participation for students, those leaving school would have the least opportunity to be influenced by the Partnership School. Further, some students enrolled part way through and in some cases late the year. With sponsors noting that a large proportion of students enrol with literacy and numeracy levels significantly below that expected for their age, this provides unrealistically little time for the school to bring these students up to expected levels. A number of students had also been disengaged from education for up to two years.
32. Only two students who enrolled in NCEA level 1 left, both having achieved this qualification. The only student enrolled in NCEA Level 2 passed, but did not leave. Although these numbers do not provide a robust basis for assessing performance against the Student Achievement standard, they mean that the school has met that standard.
33. Pacific Advance Senior School students' achievement result for NCEA Level 1 included four merit and one excellence awards. Seven students ended 2015 with sufficient credits to achieve NCEA Level 1 early in 2016.
34. The school's opening roll for 2016 was 100 students, which should provide a more stable student base than in 2015.

Primary and Middle Schools – Round One

35. There was one primary school approved in Round One (the Rise UP Academy) and one middle school (South Auckland Middle School).
36. The National Standards results for the Rise UP Academy well exceeded not only its agreed performance standards, but also national results for both decile 3 and all schools. On average, it maintained its achievement levels, compared with 2014.
37. South Auckland Middle School had a mix of individual level results, averaging out at 98 percent of its agreed standards, 101 percent of all schools' achievement, and 122

percent of decile three schools' achievement. The average actual results achieved were approximately 9.5 percent higher than in 2014.

Primary and Middle Schools – Round Two

38. There were two primary schools approved in Round Two (Te Kāpehu Whetū - Teina and Te Kura Māori o Waatea) and one middle school (Middle School West Auckland).
39. None of the Round Two primary and middle schools achieved all of their performance standards for 2015.
40. ERO identified in its school readiness reviews that two schools, Te Kāpehu Whetū – Teina and Te Kura Māori o Waatea had difficult starts to the year, but addressed these during the year.
41. The difficulties encountered by Middle School West Auckland at its Henderson campus were well publicised. Its achievement standards were set at the same level as were set in 2014 for the sponsor's other Partnership School, South Auckland Middle School. Its achievement against these standards was, on average, 19 percent lower, in spite of operating the same model, which ERO noted it had adopted well.

Student Engagement

42. The student engagement performance standards include unjustified absences, stand downs, suspensions and exclusions.
43. The performance standards for stand-downs, suspensions, exclusions, and expulsions are based on the national averages of the number of occurrences for decile three schools. We have picked up that the wording in the contract erroneously refers to 'days', rather than 'occurrences' and this is being changed. This assessment has therefore been based on occurrences. Where the calculation results in a fraction, the performance standard has been set at the next whole number.
44. All sponsors noted that their students have histories of disengagement from education and have programmes in place to address absenteeism and behavioural issues.
45. Vanguard Military School and Middle School West Auckland were the only schools assessed as not meeting the performance standard.
46. Vanguard places a priority on student safety and, as a military school it sets high behaviour standards, which are explained clearly to new students during their two week induction. The zero tolerance policy for certain behaviours is also made clear. The school has a strong support policy to assist students to meet these standards, but stands by its standards if they are breached. It should be noted that the school easily achieved its standard for unjustified absences, indicating that it does have strong student engagement. Its strong academic results are another indicator of this.
47. In some instances, a small group of students was responsible for the majority of negative engagement statistics. Comprehensive programmes aimed at ensuring student attendance were generally successful at changing student behaviour of habitual truancy, but this small proportion of students continued to resist change.
48. All sponsors have programmes in place and are continuing to develop strategies to address absenteeism and behavioural issues.

49. The sponsors have asked for the performance standards for student engagement to be reviewed as, with a small roll size, the standard can relate to a very small number of students (for some measures, a single case will breach the performance standard.) They also argue that these standards could result in a school not taking the appropriate disciplinary action in order to ensure that it achieves its performance standard.

Roll Variances

50. Five of the eight schools did not reach their Guaranteed Minimum Roll (GMR) during the year.
51. Vanguard Military School's roll began at its GMR of 144, but its roll declined over the year, as it did in 2014. This is due to:
- a. having only one intake, at the start of the year. The school's military approach includes a two week orientation for students as a cohort;
 - b. a number of students join the military in its September intake, having gained the desired qualification at Vanguard. Others leave for work or higher study once they have achieved their qualification, which is common for senior secondary schools.
- This roll pattern reflects the unique nature of Vanguard, as enabled through the Partnership Schools policy. It is not a traditional school model. Vanguard's GMR for 2016 is 156 and its current roll is 151.
52. Pacific Advance Senior School's closing roll was 66 against its GMR of 100. The GMR for 2016 was held at 100 and the current roll is 94.
53. Middle School West Auckland experienced a declining roll from the middle of the year. This was initially due to issues with Ngā Kakano School, with which it shared a site for one villa. Although Ngā Kakano has closed and vacated the site, the school's opening roll for 2016 was still lower than expected. Middle School West Auckland's GMR for 2016 is 120 and the current roll is 100.
54. The Rise UP Academy's roll reached 85 against a GMR of 100, and Te Kura Māori o Waatea's roll reached 50 against a GMR of 60. Rise UP's opening roll for 2016 was 85, quickly rising to its GMR of 100, and Te Kura Māori o Waatea's opening roll was 80, which is also its 2016 GMR.

Areas of non-compliance

55. The Ministry identified some minor areas of non-compliance with aspects of the agreement for three sponsors (for four schools). The areas of non-compliance are detailed under those sponsors' individual assessments.

Commentary on Student Achievement Standards

Reliance on internal assessment

56. Clause 20.1(c) of the agreement recognises that qualitative information regarding performance standards and objectives requires a level of good faith to be exercised

by both parties. Accordingly, the Ministry has generally accepted the information provided by these sponsors in the annual reports on this basis, as it did for the 2014 annual reports.

57. As the National Standards system relies in large part on internal assessment, we must accept those assessments of continuing students' performance. We have done reasonableness checks and have found no reason to question the reported data.
58. The Ministry has no external information to suggest that the performance reporting in the annual reports is inaccurate such that it would have warranted an audit or other information-gathering.
59. The Authorisation Board is keen to see all schools using PaCT to ensure consistency and comparability of assessments against National Standards. This requirement will be included in the Round 3 agreements. Schools may use either PAT or e-asTTle as their primary assessment tool.

National Standards Performance Standards

60. Some sponsors have expressed concern about the achievability of the National Standards performance standards, given the starting point of new entrants and the short amount of time to get them up to speed.
61. Development of progression measures in addition to achievement outcomes is expected to provide a more comprehensive picture of each school's performance.

NCEA Performance Standards

62. Partnership Schools are required to report the NCEA pass rate for students who were enrolled in NCEA and who left the schooling system at each NCEA level. This is effectively a blend of participation and school-leaver measures.
63. The targets move progressively to 85 percent for NCEA Level 2 by 2017 (aligned to the Better Public Services target for 18 year olds) and 90 percent by 2017 for NCEA Level 1. No targets have yet been set for NCEA Level 3 or University Entrance.
64. Basing the measure on school system leavers can create anomalies, as demonstrated by Pacific Advance Senior School. It originally reported that 69.2 percent of students enrolled in NCEA Level 1 passed and remained at the school to undertake NCEA Level 2. It also reported that one student who did not gain NCEA Level 1 left the schooling system. Under the current performance measure, the result would be a zero percent success rate, which would not reflect the school's achievement with its students. Identification of data transfer errors then showed that two school system leavers had passed NCEA Level 1, and there were no leavers who did not achieve. This results in a 100 percent achievement rate based on two students.
65. To avoid such distortion we have provided results on both school-system leavers and the school roll.

Comparison of student achievement at NCEA level with results published on Education Counts

66. The Partnership Schools agreement performance standards are not aligned to the measures used on Education Counts.
67. Achievement figures released on the Education Counts website are cumulative results (apart from NCEA Level 3); that is, results are reported as leavers achieving NCEA

Level 1 *and above*, NCEA Level 2 *and above*, and NCEA Level 3. This means that a student leaving with NCEA Level 2 will also be counted in the figures for leaver achieving Level 1 and above.

68. Percentages of leavers achieving a certain NCEA level on Education Counts are calculated using the total of all school leavers for the year over the age of 15, not those leaving at that NCEA level.
69. It is not possible to reconcile the individual NCEA level reporting by sponsors with the figures on Education Counts, because Education Counts does not hold the number of students enrolled at each NCEA level.
70. Confirmed NCEA results for 2015 are not yet available. Once they are, and are published on Education Counts, Partnership Schools can be compared with national results on that basis by the public, although it is not relevant to their contracted performance standards.

Review of NCEA Performance Standards

71. As the current Partnership School NCEA performance standards give an imperfect representation of overall school performance and make it difficult to compare performance with other schools, it is recommended that they be reviewed. We will provide you with separate advice on this matter.

Next Steps

Release of Report

72. We have previously released the first, second, and third quarter reports, and the associated Education Reports, as part of regular releases of information [METIS 936757, 965616, and 971785 refer].
73. If you agree, we will release the reports and this Education Report, with any appropriate redactions, likely in June or July 2016.

Analysis of Individual School Performance

74. Below is an overview of each school, a summary of the key points from each Annual Report, and the tabulated performance results.
75. Under clause 20.2 of the Partnership Schools | Kura Hourua Agreements the Minister is required to rate the performance of each school against the Performance Standards as follows:
- exceeds the Performance Standard;
 - meets the Performance Standard;
 - almost meets the Performance Standard;
 - does not meet the Performance Standard but is capable of remedy; or
 - does not meet the Performance Standard and is incapable of remedy.
76. With this in mind the schools' performance has been graded on the scale set out in Table 2 below. There are four categories only, for the following reasons:
- whether or not failure to meet a Performance Standard is capable of remedy is a judgement to be made based on a range of considerations, including management and governance capability, that require information beyond the data provided in annual reports;
 - whether failure to meet a Performance Standard is capable of being remedied *in the future cannot retrospectively affect an outcome on which the decision on the one percent retention for the past year must be made.*

Table 2: Performance rating scale.

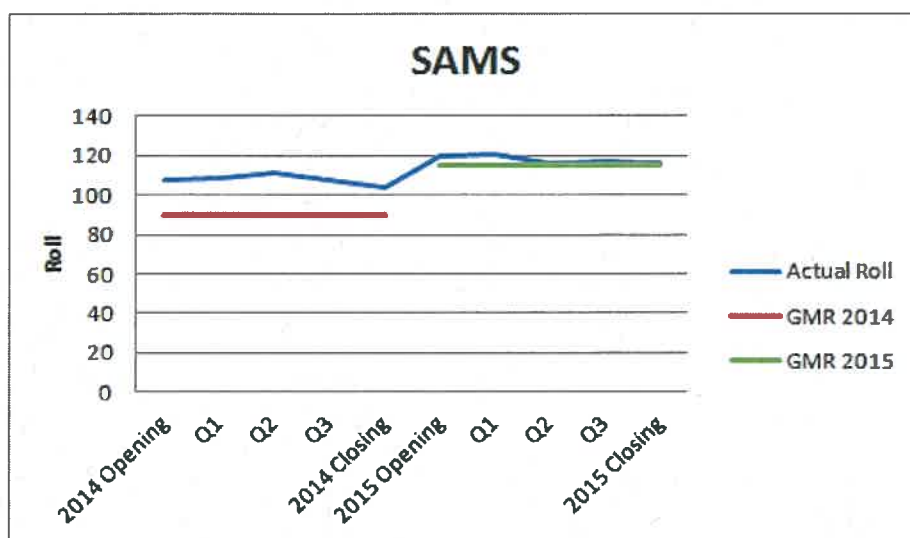
1	Exceeded	Reported outcome is greater than 5% above target
2	Met	Reported Outcome is on Target (0% to 5% above)
3	Almost Met	Reported outcome is up to 5% below target
4	Not Met	Reported outcome is greater than 5% below target

77. The Performance rating scale works well for Student Achievement, Students from Priority Groups, and Unjustified Absences, but is not so applicable for Stand-downs, Suspensions and Exclusions where the performance standards are in the single digits and the measures are more performance indicators than targets. We have therefore applied a rating of 'Met' where the outcome matches or is better than the performance standard, and 'Not Met' where the outcome is worse.
78. The cash flow performance standard, which is simply that it be positive, has no 'Exceeded' rating. 'Almost Met' has been set at a negative cash flow of up to one percent of the School's annual operational payments.

Round One Schools

South Auckland Middle School (Sponsor: Villa Education Trust)

79. The School caters for Year Levels 7 – 10. It is one of two Partnership Schools run by the Sponsor, which also operates Mount Hobson Middle School, a private school.
80. It opened on 4 February 2014 with a roll of 108 and finished 2014 with a roll of 104. In 2015 it opened on 3 February with a full roll of 120. Its finishing roll was 116.
81. The following graph shows quarterly rolls against the school's GMR for 2014 and 2015.



82. In October 2015 an increase in the school's maximum roll from 120 to 180 was approved.
83. Demand for spaces rose before sufficient teaching space was developed, and the school has been granted approval to accommodate some students at Mount Hobson Middle School for 2016, though they remain enrolled at the Partnership School.

Fourth Quarter Report

84. The Sponsor reports that it has met all the minimum requirements as set out in clause 16.1 of the agreement. However, it did not report its financial position as part of its fourth quarter/annual report. The reason given was that it did not want to be assessed against unaudited figures. The audited figures have now been received.
85. 92 percent of students attending the school this quarter identified with one or more priority groups.
86. Unjustified absences were within the performance target, although rose sharply in the fourth quarter due to four specific students.
87. There were no stand-downs or exclusions; there was one suspension.

88. In term four, the school again completed the Wellbeing@school survey. A number of strengths were identified. The area that needed most work involves getting students to care about their learning, and this is to be a focus for 2016.
89. No complaints were received this quarter.
90. No new risks or issues of note were reported, and the sponsor has mitigated those that had been identified last year through a focus on internal staff development.

Annual Report

Objectives

91. As planned for 2015, the Sponsor successfully created a leadership team of six that met regularly and provided support, decision making, planning, and advice, supporting the academic leaders from all the Villas operated by the Villa Education Trust.
92. The sponsor advises that it is progressing towards its objective of facilitating visits from the community, and all other objectives have been met.

Compliance with Operative Documents

93. The sponsor reports that:
 - it has complied with the parents, family, whānau, iwi and community engagement policy.
 - it has complied with the policies for ensuring a safe physical and emotional environment for students. No health and safety issues have been identified.

Priority Learners

94. 90 percent of students identify with one or more priority groups.

Student Achievement

95. Year 7 and 8 students' performance was 98 percent against agreed standards, just above national results for all schools, and 14 percent above national results for Decile 3 schools. There are no assessment standards for years 9 and 10.
96. The School's overall performance improved by 9.5 percent over 2014, while its performance standards were increased by 19 percent.
97. In term one, all students participated in the Progressive Achievement Test (PAT) in Maths, Reading Comprehension, Reading Vocabulary and Listening Comprehension. Maths and Reading Comprehension was re-tested in Term 4. The Sponsor will be using e-AsTTle to administer the baseline standardised tests for 2016.
98. Over the course of the year, the students have made significant progress in the project based assessments and curriculum. The integrated curriculum continues to enable students to succeed within the learning areas aligned with the project curriculum.

99. The school has been able to see change in the PATS re- testing results for many of its students, with some students moving two or three stanines¹ from the beginning of the year.
100. The Ministry has agreed to work with the Villa Education Trust to develop additional measures to demonstrate student progress that will accurately show value added across students' current set of ability and measures for Year 9 and Year 10.

Student Engagement

101. The sponsor reports that:
 - unjustified absences were well below the maximum level specified in the agreement;
 - there were no stand-downs;
 - there were three suspensions, exceeding the performance standard;
 - there was one exclusion.

Financial Performance

102. No financial information was provided for Quarter Four, hence annual financial information was also not available. We have since received the audited financial statements for this school, which reflect a stable financial position at the end of 2015, although the school achieved only a one percent operating surplus for the year, below the target range of 2-5%.

Focus for 2016

103. The school's focus for 2016 is to continue professional development for its staff with National Standards assessment and moderation procedures, both within SAMS and also within all the Villa Education Trust schools. This will include staff development in the use of e-asTTle as a baseline standardised test for 2016.
104. It will continue to develop systems and strategies to strengthen the achievement in the project-based curriculum and its knowledge and ability to cater for all students' diverse learning needs.
105. The sponsor will also continue to focus on its relationship with parents and whānau.

¹ There are nine stanines (performance levels) on the PAT scale.

Performance ratings - South Auckland Middle School

Student Achievement	Standard	Outcome	National Decile 3	National all schools	Rating
Level 7 Reading	77.00%	73.33%	66.90%	75.80%	Almost Met
Level 7 Writing	70.00%	76.67%	58.00%	65.20%	Exceeded
Level 7 Mathematics	70.00%	63.33%	56.60%	67.80%	Not Met
Level 8 Reading	80.00%	70.00%	70.80%	78.40%	Not Met
Level 8 Writing	72.00%	70.00%	64.60%	69.50%	Almost Met
Level 8 Mathematics	72.00%	76.67%	61.50%	70.40%	Met
Average outcome against standard		97.74%			Almost Met
Average against national results			114.26%	101.11%	N/A
Student Achievement	Standard	Outcome	% of Standard		Rating
All students (average)	73.50%	71.11%	96.75%		Almost Met

Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	566	184	Exceeded
Stand Downs	3	0	Met
Suspensions	1	3	Not met
Exclusions	1	1	Met
Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%%	1%	Not Met
Working Capital Ratio	2:1	10.7	Exceeded
Debt/Equity Ratio	0.5:1	0.05	Exceeded
Operating Cash	+ve	\$165,984 ²	Met
Enrolment Variance	115	120	Met
Targeting Priority Students	Standard	Outcome	Rating
	75%	90.5%	Exceeded

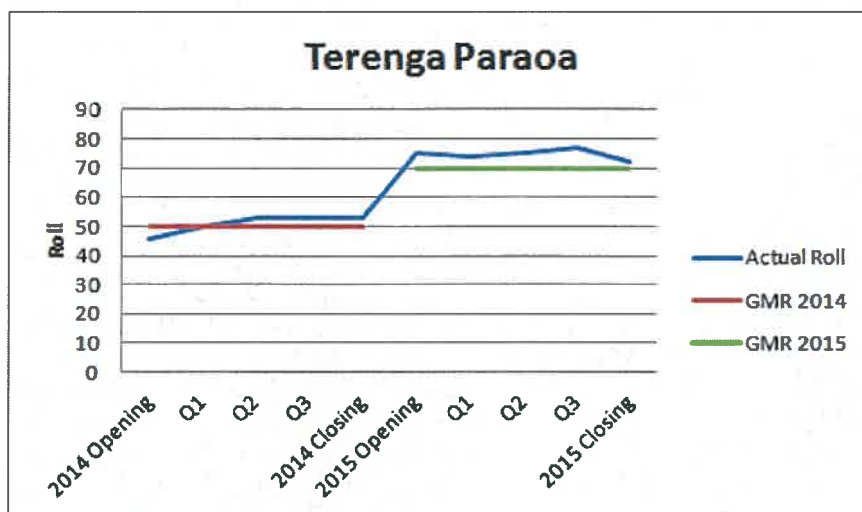
Roll	GMR	Actual Closing Roll	Maximum Roll
	115	116	120

Area of Non Compliance	Area of Agreement
Did not comply with the performance standards in regard to the number of suspensions. Did not provide financial data for Quarter 4. Did not comply with operating surplus performance standard	Schedule 6, Clause 2.2 Clause 18.2 Schedule 6, Clause 2.3

² Estimated from financial statements, agreed by Sponsor.

Te Kura Hourua o Whangarei Terenga Paraoa (Sponsor: He Puna Marama Trust)

106. The kura is located in Whangarei, and caters for Year Levels 9 – 13.
107. Its maximum roll is 300 and its Guaranteed Minimum Roll is 70. It opened in 2014 with a roll of 46, and finished with a roll of 53. In 2015 it opened on 9 February with a roll of 75. The roll remained stable during the year and the school's finishing roll was 72.
108. The following graph shows quarterly rolls against the school's GMR for 2014 and 2015.



Fourth Quarter Report

109. The sponsor has confirmed that it is meeting the minimum requirements set out in Clause 16 of the Agreement, and all Objectives have been met.
110. All students attending the school this quarter were Māori.
111. There were no unjustified absences this quarter and there were no stand-downs, suspensions, exclusions, or expulsions.
112. The sponsor has received no complaints this quarter.
113. No new risks have been identified this quarter.
114. The sponsor purchased and refurbished new buildings in this quarter, resulting in negative cash flow. This had been planned for and has not impacted on the Kura's operation.

Annual Report

Objectives

115. Academic development and achievement continues to be a high priority for the kura. It implemented a kura-wide literacy programme with specific focus on Year 9 and 10 ākonga this year, and Personalised Learning Plans helped senior ākonga plan their NCEA programme

116. The sponsor has added a further large building to the site, and is progressing with its mid-term property plan, which is aligned to the school's planned roll growth.
117. The sponsor identifies as an ongoing risk the ability to attract appropriate teaching staff in a relatively small community, in the face of adverse publicity about Partnership Schools and actions by the teachers' unions.

Compliance with Operative Documents

118. The sponsor reports that:
- it has complied with the parents, family, whānau, iwi and community engagement policy;
 - it has complied with the policies for ensuring a safe physical and emotional environment for students. No health and safety issues have been identified.

Priority Learners

119. All students attending the school this year were Māori. It is likely that this will remain the case in 2016, due to the nature of the school.

Student Achievement

120. The sponsor undertook the Managing National Assessment (MNA) process with NZQA and received a very favourable response.
121. Year 11 ākonga studying NCEA Level 1 generally achieved at very high levels. Most of these students are in their second year with the kura;
122. 100% of ākonga achieved NCEA Level 2 and 100% (five ākonga) achieved NCEA Level 3 and University Entrance.
123. Although no performance targets were set for higher qualifications in 2015, all students enrolled in NCEA Level 3 at Te Kura Hourua o Whangarei Terenga Paraoa achieved this level.

Student Engagement

124. The sponsor reports that:
- there were no unjustified absences for the year;
 - there was one stand-down of five days;
 - there were no suspensions, exclusions, or expulsions.
125. The sponsor implemented the Wellbeing@School survey and reports as follows:
- the data indicate that there are significant areas for development, particularly in the key areas of 'Teaching and Learning' and 'Pro-Social Student Culture and Strategies';
 - in the remaining key areas, the data indicate that the majority agree or strongly agree with the statements included in the wellness survey.

Financial Performance

126. The school's financial performance reflects a sound financial position at the end of the 2015 year despite a negative operating cash flow for the year.

Focus for 2016

127. The sponsor proposes the following objective for 2016: 'The data strongly suggests a need for further development of 'relationships' between students, whanau and teaching staff. This will be monitored through regular tuakana/teina activities that are currently in place. The inclusion of a robust pastoral care programme and behaviour management strategies that align with our 3 Pou; Be Maori, Be Educated and Be Leaders will also contribute to the wellness of our students and transparency with whanau.'
128. Two high level programmes are planned for the 2016. The first programme involves building a curriculum programme that can show links, connection and progress from Year 7-13. The second programme focuses on developing a range of options to support students to achieve NCEA without compromising the overall direction and quality of their programme.
129. The sponsor's focus remains on developing programmes for ākonga that support the aspirations of the student(s) and/or supports the three pou (Be Māori, Be Educated, Be Leaders). It has employed a person to focus on developing suitable pathways for students, either with other providers or within the kura.

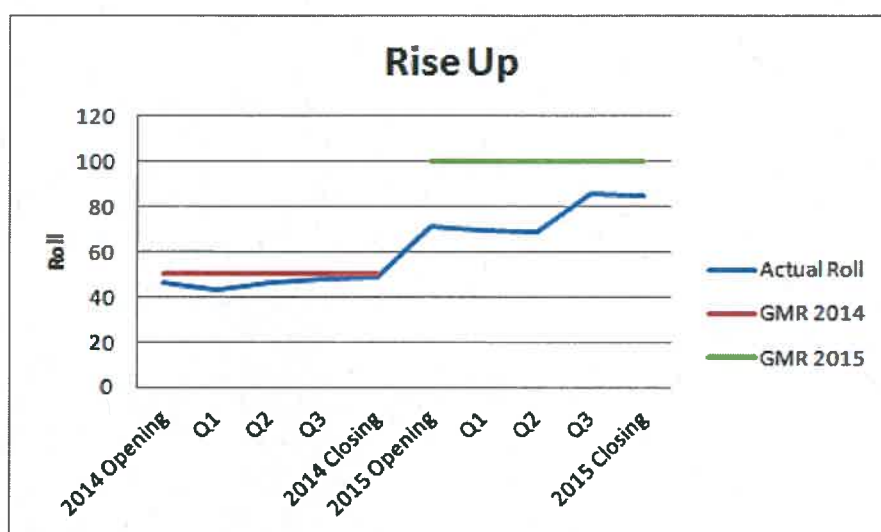
Performance ratings - Te Kura Hourua o Whangarei Terenga Paraoa

Student Achievement	Standard (leavers)	Outcome (leavers)	Rating
NCEA Level 1	84.0%	100%	Exceeded
NCEA Level 2	73.0%	100%	Exceeded
Student Engagement	Standard	Outcome	Rating
Unjustified Absences	379.5	0	Exceeded
Stand Downs	2	1	Exceeded
Suspensions	1	0	Exceeded
Exclusions	1	0	Exceeded
Expulsions	0	0	Met
Financial Performance	Standard (max)	Outcome	Rating
Operating Surplus	2-5%	10.8%	Exceeded
Working Capital Ratio	2.1	21.8:1	Exceeded
Debt/Equity Ratio	0.5:1	0.05:1	Exceeded
Operating Cash	+ve	-\$71,196	Not Met
Enrolment Variance	70	77	Met
Targeting Priority Students	Standard	Outcome	Rating
	75%	100%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum Roll
	70	72	300

The Rise UP Academy (Sponsor: The Rise UP Trust)

130. The school is located in Mangere East, South Auckland. In 2014 it catered for Year Levels 1 – 6. In 2015 it was approved to also enrol Year Levels 7 – 8, having sought approval for years 7 to 10. The Board has deferred plans to seek further approval to add Year Levels 9 – 10.
131. Its maximum roll is 200 and its Guaranteed Minimum Roll is 100. It opened in 2014 with a roll of 46, and finished 2014 with a roll of 49. In 2015 it opened with a roll of 71, and finished with a final roll of 85.
132. The following graph shows quarterly rolls against the school's GMR for 2014 and 2015.



133. The school offered Year 7 and 8 provision for the first time in 2015. The sponsor has identified the need to further expand the school both in year levels and maximum roll to meet community demand and to ensure the school remains financially viable.

Fourth Quarter Report

134. The sponsor reports that it has met all the minimum requirements as set out in clause 16.1 of the Agreement.
135. The sponsor did not meet its objective of 95 percent attendance rates by students (it reached 92 percent.)
136. Unjustified absences exceeded the performance standard this quarter, due to the high level of truancy by the small number of Years 7 and 8 Students. The Years 1 - 6 student absenteeism was well below the target.
137. There were no stand-downs, suspensions, or exclusions.
138. All teaching staff are registered or have a Limited Authority to Teach.
139. All students attending the school relate to one or more priority learner groups.

Annual Report

Objectives

140. The sponsor has not met its objective of 95 percent attendance rates by students, but has achieved 92 percent.
141. The sponsor notes that the roll increase this year required it to prioritise student safety and well-being equally with student achievement. The number of target students with high learning needs increased considerably in 2015. The Sponsor has worked closely with teachers and whānau to accelerate their learning.
142. Professional Development and a unified approach to goals and objectives has seen student progress in writing this year. Support via ESOL and for students with special education needs has improved and support from the local RTLB has commenced.
143. Parent engagement and support remains high with excellent attendance at 3-way conferences, fono and school events. The parents have established a committee to support the annual goals and engage with new whānau to the school.

Compliance with Operative Documents

144. The sponsor reports that:
 - it has complied with the parents, family, whānau, iwi and community engagement policy and built positive relationships with families and whānau, actively involving them in the life of the school;
 - it has complied with the policies for ensuring a safe physical and emotional environment for students. No health and safety issues have been identified.

Priority Learners

145. All students attending the school relate to one or more priority learner groups.

Student Achievement

146. Student achievement has seen accelerated progress for many students attending the school.
147. The sponsor reports that:
 - in Mathematics, at the beginning of the year 60% of students were at and above the National Standard. By mid-year this had increased to 69% and at the end of the year, had increased to 78%;
 - in Writing, there was a total of 72% students at and above the National Standard. Teachers were able to shift some of the target students using an accelerated action plan, and by the end of the year 81% of students were at or above the National Standard;
 - in Reading, the percentage of students at or above the National Standard increased from 82% to 86%.
148. The school's overall performance was consistent with that achieved in 2014, while its performance standards increased by approximately 9 percent.
149. Student achievement results against National Standards are very high. The school exceeded national performance levels for both Decile 3 and all schools.

Student Engagement

- 150. The sponsor reports that unjustified absences exceeded the performance target for the year, due to the high level of truancy by the small number of Years 7 and 8 Students. The Years 1 - 6 student absenteeism was well below the target.
- 151. There were no stand-downs, suspensions, or exclusions.
- 152. The Wellbeing@School survey was conducted again this year. There was an improvement in pro-social student culture, which was the school's area of focus for the year.

Financial Performance

- 153. The school's financial performance reflects a sound financial position at the end of the 2015 year.

Focus for 2016

- 154. A goal for 2016 is to meet the Student Engagement Performance Standard for unjustified absences for Year 7 and 8 students, and increase parent communications around unjustified absences.
- 155. The Sponsor will continue to focus on both writing and mathematics, especially in the senior school. Target students will be identified at the beginning of 2016 using end of year data from 2015.

Performance ratings - The Rise UP Academy

Student Achievement	Standard	Outcome	National Decile 3	National all schools	Rating
Level 1 Reading	70.00%	75.00%	51.10%	64.40%	Exceeded
Level 1 Writing	78.00%	100.00%	63.20%	75.00%	Exceeded
Level 1 Mathematics	85.00%	75.00%	79.40%	85.20%	Not Met
Level 2 Reading	82.00%	100.00%	68.00%	78.70%	Exceeded
Level 2 Writing	77.00%	100.00%	65.00%	74.40%	Exceeded
Level 2 Mathematics	80.00%	100.00%	67.50%	78.90%	Exceeded
Level 3 Reading	83.00%	80.00%	73.10%	81.90%	Almost Met
Level 3 Writing	73.00%	90.00%	60.60%	71.50%	Exceeded
Level 3 Mathematics	75.00%	60.00%	62.60%	74.20%	Not Met
Level 4 Reading	83.00%	100.00%	77.80%	83.40%	Exceeded
Level 4 Writing	74.00%	100.00%	62.00%	73.30%	Exceeded
Level 4 Mathematics	79.00%	80.00%	66.40%	77.50%	Met
Level 5 Reading	79.00%	93.75%	74.40%	81.60%	Exceeded
Level 5 Writing	68.00%	87.50%	58.20%	69.60%	Exceeded
Level 5 Mathematics	72.00%	87.50%	63.70%	73.50%	Exceeded
Level 6 Reading	82.00%	85.71%	79.20%	84.10%	Met
Level 6 Writing	71.00%	57.14%	64.00%	73.20%	Not Met
Level 6 Mathematics	76.00%	85.71%	67.90%	76.60%	Exceeded
Level 7 Reading	60.10%	85.71%	66.90%	75.80%	Exceeded
Level 7 Writing	50.70%	57.14%	58.00%	65.20%	Exceeded
Level 7 Mathematics	52.10%	71.43%	56.60%	67.80%	Exceeded
Level 8 Reading	61.60%	50.00%	70.80%	78.40%	Not Met
Level 8 Writing	51.90%	25.00%	64.60%	69.50%	Not Met
Level 8 Mathematics	50.80%	75.00%	61.50%	70.40%	Exceeded
Average outcome against standard		112.21%			Exceeded
Average against national results			122.26%	106.41%	N/A
Student Achievement	Standard	Outcome	% of Standard		Rating
All students (average)	71.43%	82.32%	115.26%		Exceeded

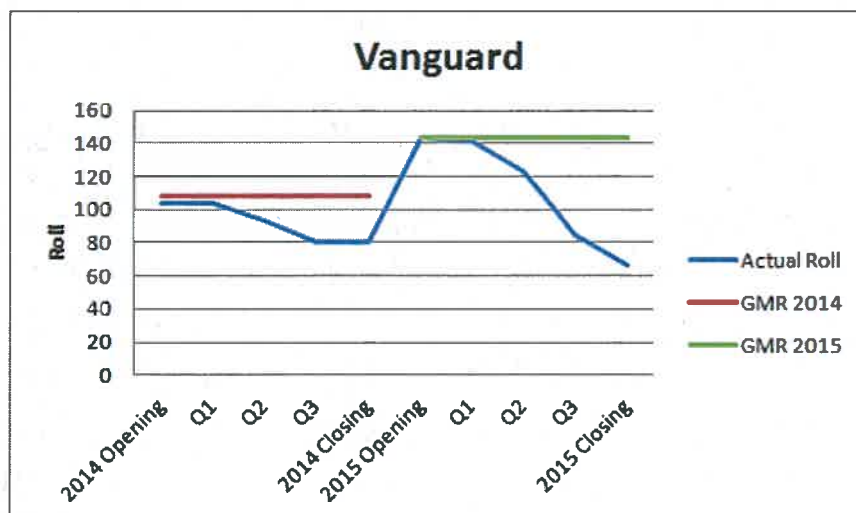
Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	146	141.6	Met
Years 1 - 6	126.2	13.15	
Years 7 - 8	19.8	128.5	
Stand Downs	2	0	Exceeded
Suspensions	1	0	Exceeded
Exclusions	1	0	Exceeded
Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%	2.9%	Met
Working Capital Ratio	2:1	2.5:1	Exceeded
Debt/Equity Ratio	0.5:1	0.3:1	Exceeded
Operating Cash	+ve	\$243,398	Met
Enrolment Variance	100	85	Not Met

Targeting Priority Learners	Standard	Outcome	Rating
	75%	100%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum
	100	85	200

Vanguard Military School (Sponsor: Advance Training Group Limited)

156. The school is based in Albany, Auckland, with students coming from across the region. It caters for Years 11 and 12.
157. While the current property is adequate to cater for the maximum roll, the sponsor's long term plan is to acquire a property rather than continue to lease one.
158. The sponsor has applied to expand the school by adding two lower Year Levels (9 and 10), due to the low levels of literacy and numeracy with which students typically present.
159. Its maximum roll is 192 and its Guaranteed Minimum Roll was 144 for 2015. It opened in February 2014 with a roll of 104, and finished with a roll of 74. In 2015 it opened on 2 February with a roll of 144. As in 2014 its roll reduced throughout the year, finishing at 67. This is essentially due to its policy of having only one student intake, at the beginning of the year, and assisting students into employment or further education options during the year, once the student has completed his or her qualification.
160. 90 percent of leavers went to another school, employment, university, or other training. 9 percent had an unknown destination.
161. The following graph shows quarterly rolls against the school's GMR for 2014 and 2015.



Fourth Quarter Report

162. The sponsor reports that it has met all the minimum requirements as set out in clause 16.1 of the agreement, except student engagement standards. However, it does not meet the student enrolment requirements of the contract, hence has not met the minimum requirement 16.1(e).
163. The number of unjustified absences was well below the maximum level specified in the agreement.
164. There were three stand-downs this quarter for a total of four days; there were no suspensions, exclusions, or expulsions. In line with its military culture, the school takes a firm stance on behavioural issues, and considers student safety a priority greater than these performance measures.
165. All financial performance measures have been met.
166. 74 percent of students attending the school this quarter related to one or more priority learner groups.
167. 89.7 percent of teaching staff are registered or have an LAT, against a target of 71.4 percent.
168. No complaints have been received this quarter.
169. The school employed two new teachers, one in English and one in Mathematics, to meet projected 2016 roll growth. They started in Term 3. This early start is part of the Vanguard philosophy of training and preparing teachers well for its school model.

Annual Report

Objectives

170. The sponsor advises it has met all objectives. Student attendance is higher than the national average, and 97 percent of students enrolled in Term 4 2015 have re-enrolled in 2016 (Objective 3).
171. The sponsor reports:
 - there are now many wonderful stories about the turn-around many of the students have made, and their successes in both education and once they move on from the school into employment or further training;
 - an important improvement this year has been the increased number of merit and excellence endorsements of both subjects and qualifications from 2014 showing that the school is continually pushing the students to achieve at a higher level and that as students adapt to its style of schooling they are gaining top results;
 - in 2015 it added History to the curriculum. This has been highly successful and students gained particularly high grades in the external NCEA exams. Science was made compulsory for all Level 1 students in 2015.

Compliance with Operative Documents

172. The sponsor advises that

- its whānau engagement programme has worked exceptionally well with very positive feedback from whānau;
- It has complied with the policy for ensuring a safe physical and emotional environment for students.

Priority Learners

173. 76 percent of students attending the school related to one or more priority learner groups.

Student Achievement

174. The sponsor reports that:

- it has followed up its 2014 NCEA results with similar results in 2015, and that the school's NCEA results for 2015 are between 20-30% higher than the national average at both participation-based and roll-based results;
- there has also been an increase in the number of Merit and Excellence endorsements of both subjects and qualifications from 2014, including six out of nine Merit endorsements in NCEA awarded to Māori students. The school's students who achieved University Entrance, and a former student, will also begin university this year;
- it will continue to look at ways to improve the curriculum with a focus for 2016 being on University Entrance achievement as well as maintaining a similar achievement rate for NCEA Levels 1 and 2.

175. All students at Vanguard School were enrolled in an NCEA qualification or University Entrance. Although no performance targets were set for higher qualifications in 2015 93.8 percent of Vanguard students enrolled in NCEA Level 3 achieved NCEA Level 3.

176. The School has exceeded its student achievement standards for 2015.

Student Engagement

177. The sponsor reports that:

- unjustified absences were well below the maximum level specified in the agreement
- there were 15 stand-downs for a total of 16 days
- there were six suspensions, one exclusion and five expulsions.

178. Vanguard places a priority on student safety and, as a military school it sets high behaviour standards, which are explained clearly to new students during their two week induction. The zero tolerance policy for certain behaviours is also made clear. The school has a strong support policy to assist students to meet these standards, but stands by its standards if they are breached.

179. It should be noted that the school easily achieved its standard for unjustified absences, indicating that it does have strong student engagement. Its strong academic results are another indicator of this.

180. The Wellbeing@School survey was conducted again this year. As targeted, scores improved on questions around bullying and knowing the school rules.

Financial Performance

181. The school has met all financial performance measures for the year, and is in a sound financial position at the end of the 2015 year.

Focus for 2016

182. The target questions for 2016 in the Wellbeing@School are around the feelings of other students and managing one's own emotions.

Performance ratings - Vanguard Military School

Student Achievement	Standard (leavers)	Outcome (leavers)	Rating
NCEA Level 1	86.8%	94.8%	Exceeded
NCEA Level 2	77.8%	97.3%	Exceeded
Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	516.3	307	Exceeded
Stand Downs	2	15	Not met
Suspensions	1	6	Not met
Exclusions	1	1	Met
Expulsions	0	5	Not met

Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%	6.2%	Met
Working Capital Ratio	2:1	1096	Exceeded
Debt/Equity Ratio	0.5:1	0.03	Exceeded
Operating Cash	+ve	\$587,498	Met
Enrolment Variance	144	The roll opened at 144 and dropped to a closing roll of 67 (141-123-85-67)	Not Met
Targeting Priority Students	Standard	Outcome	Rating
	75%	76%	Met

Roll	GMR	Actual Closing Roll	Maximum Roll
	144	67	192

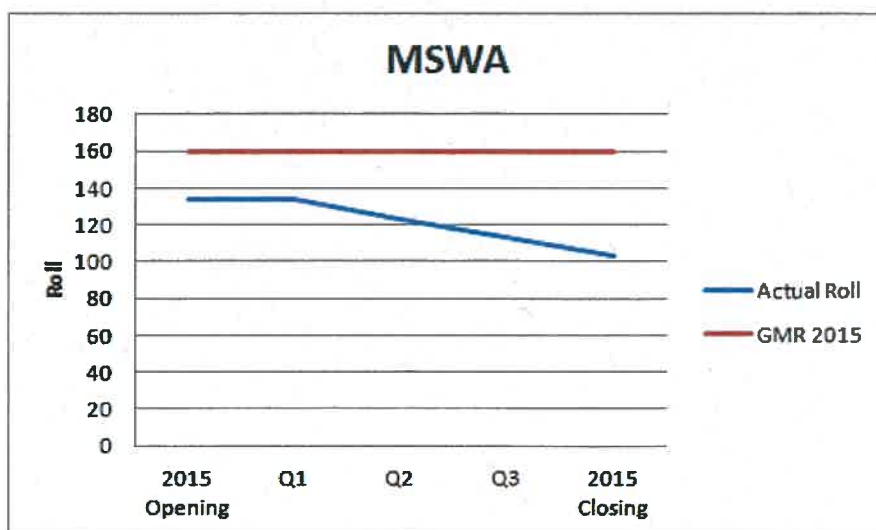
Area of Non Compliance	Area of Agreement
Did not comply with the performance standards in regard to the number of stand downs, suspensions and expulsions.	Schedule 6, Clause 2.2
Does not accept enrolments during the year.	16.1(e)/7.2(a)

Round Two Schools

183. In terms of the financial measures, the surplus quoted for these Schools' first year of operation will be influenced by the division of the Establishment Grant into capital and operational accounts. We have reported the surplus percentages as provided by the Sponsors.

Middle School West Auckland (Sponsor: Villa Education Trust)

184. The school caters for Years 7 to 10 and operates on two sites. The primary site is in Glendene, with two villas, each with a capacity for 60 students. The second site is in Henderson, with one villa. This site was previously shared with Ngā Kakano o te Kaihanga Kura Trust. Tensions arose during the first quarter. Ngā Kakano closed in September at the end of Term 3, and Villa now holds the lease on the Henderson site.
185. The Ministry has recently approved a request from the Trust to replace its premises at 4341 Great North Road with new premises at 289 Lincoln Road Henderson. The new premises are much closer to the other site and will allow for better integration between the two sites.
186. The school has a maximum roll of 240 and had a Guaranteed Minimum Roll of 160 for 2015. It opened on 3 February 2015 with a roll of 134. Its roll was stable initially then began to fall as tensions increased with Ngā Kakano. Its closing roll was 103. Its opening roll for 2016 was 65, increasing to 98 by 31 March 2016.
187. The school has two good community liaison managers, who should be able to help to re-build relationships.
188. The sponsor also notes that a number of students it enrolled later in the year, after the main issues with Ngā Kakano were over, left due to family transience.
189. The following graph shows quarterly rolls against the school's GMR for 2015.



190. The ERO readiness review found that the vision, direction, and operation of the school was based on the established Villa model, and that this previous experience provided a sound foundation for progress. ERO was confident in the school's capacity to address matters needing further work, including some safety issues at the sites.

191. ERO's new school assurance review in December 2015 found as follows:

- "Teachers are appropriately qualified and registered, and bring specialist subject skills and knowledge of secondary schooling. They are well supported by ongoing professional development within the school and across the Villa Education Trust schools;
- currently most students are at or below the applicable National Standards. Good provision is made for students with identified special needs;
- the school has faced significant challenges during the year in regard to changes in staffing and in their shared occupancy of the Henderson site. School leaders have demonstrated resilience and a clear commitment to building an inclusive, learning-focused school culture. They acknowledge the need to provide Māori learners with an environment and programme that builds learners' language, culture and identity. Strengthening this aspect of school provision is an ongoing challenge."

192. There were a number of staff changes in the second quarter, from both sites.

Fourth Quarter Report

193. The sponsor reports that it has met all the minimum requirements as set out in clause 16.1 of the agreement. However, it did not report its financial position as part of its fourth quarter/annual report, which is a breach of the agreement. The reason given was that it did not want to be assessed against unaudited figures. The audited figures have now been received.

194. The sponsor has finalised its policies, as required under its Objectives. The sponsor notes that the remaining Objectives are ongoing, for example as staff leave and are replaced, or new approaches to teaching and learning are developed. Community liaison is similarly ongoing. The Sponsor is satisfied with achievements in these areas to date.

195. Unjustified absences were below the maximum level specified in the agreement.

196. One student was stood down for five days; there were no suspensions or exclusions.

197. 84 percent of students attending the school are from one or more priority learner groups.

198. All teaching staff are registered or have an LAT.

199. No complaints were received this quarter.

200. No ongoing risks have been identified. The Sponsor identifies ongoing negative media reporting as a reputational issue for the school.

Annual Report

Objectives

201. The Sponsor advises all Objectives were met in 2015 or are ongoing.

202. The Sponsor reports that over the course of the year it had a few staff changes for unavoidable personal reasons, providing challenge for the management staff, but being successfully resolved for 2016.

Compliance with Operative Documents

203. The sponsor reports that:

- it has complied with the parents, family, whānau, iwi and community engagement policy;
- it has complied with the policies for ensuring a safe physical and emotional environment for students. No health and safety issues have been identified.

204. Three complaints were received during the year:

- one was regarding a student not wearing sun block during PE. This was resolved with the student's family;
- the second complaint raised concerns with the school's follow up and behaviour management policies. This was resolved with the student's family;
- the third complaint raised concerns over the behaviour of some staff towards the students, a lack of cultural awareness and allegations of a growing bullying and drug culture at the school. This was resolved through mediation.

Priority Learners

205. Over the year 88.3 percent of students related to one or more priority groups.

Student Achievement

206. The school did not achieve its student achievement standards for 2015, which were set at the same level as its Sponsor's other Partnership School for 2014 (which that school achieved). This indicates that the model can work, but that there were other factors impacting on performance.

207. The sponsor made the following comments:

- all students participated in the Progressive Achievement Test (PAT) in Mathematics, Listening, English Vocabulary and English Comprehension. The Sponsor will be using e-AsTTle to administer the baseline standardised tests for 2016;
- over the course of the year, the students have made significant progress in the project-based assessments and curriculum. The integrated curriculum continues to enable students to succeed within the learning areas aligned with the project curriculum;
- the school has a quality and experienced set of teachers. Students are able to see that the staff genuinely care about their progress, and this has helped re-engage many students in their learning;
- the school will continue to develop specialised courses and programmes for students having difficulty and will utilise support from the RTLB and Wraparound Services to assist with this.

208. The Ministry has agreed to work with the Villa Education Trust to develop additional measures to demonstrate student progress that will accurately show value added across students' current set of ability and measures for Year 9 and Year 10.

Student Engagement

209. The sponsor reports that:

- unjustified absences were well below the maximum level specified in the agreement;
- eleven students were stood down for a total of 39 days, well in excess of the performance standard;
- there were four suspensions, exceeding the performance standard;
- there were two exclusions, both in the first quarter.

These figures reflect the difficulties faced by the school in its early days.

210. Results from the Wellbeing@School student survey were positive overall, with areas of student respect for each other and care for the school environment needing focus in 2016.

Financial Performance

211. No financial information was provided for Quarter Four, hence annual financial information was also not available. The audited financial statements for 2015 have since been received and confirm the School is in a sound financial position.

Focus for 2016

212. For 2016, the Sponsor will continue its focus on the development of the Villa Education Trust governance model and support for the school's leaders. The development of relationships, and work in the community, will also continue.

Performance ratings - Middle School West Auckland

Student Achievement	Standard	Outcome	National Decile 3	National all schools	Rating
Level 7 Reading	60.10%	37.93%	66.90%	75.80%	Not Met
Level 7 Writing	50.70%	31.03%	58.00%	65.20%	Not Met
Level 7 Mathematics	52.10%	58.62%	56.60%	67.80%	Exceeded
Level 8 Reading	61.60%	51.85%	70.80%	78.40%	Not Met
Level 8 Writing	51.90%	48.15%	64.60%	69.50%	Not Met
Level 8 Mathematics	50.80%	44.44%	61.50%	70.40%	Not Met
Average outcome against standard		83.55%			Not Met
Average against national results			72.30%	63.77%	N/A
Student Achievement	Standard	Outcome	% of Standard		Rating
All students (average)	54.53%	45.24%	82.95%		Not Met

Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	603	418	Exceeded
Stand Downs	3	11	Not Met
Suspensions	1	4	Not Met
Exclusions	1	2	Not Met

Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%	28.3%	Exceeded
Working Capital Ratio	2:1	9.7	Exceeded
Debt/Equity Ratio	0.5:1	0.05	Exceeded
Operating Cash	+ve	\$1,110,941 ³	Met
Enrolment Variance	160	124 – 123 – 113 – 103	Not Met
Targeting Priority Learners	Standard	Outcome	Rating
	75%	88.3%	Exceeded

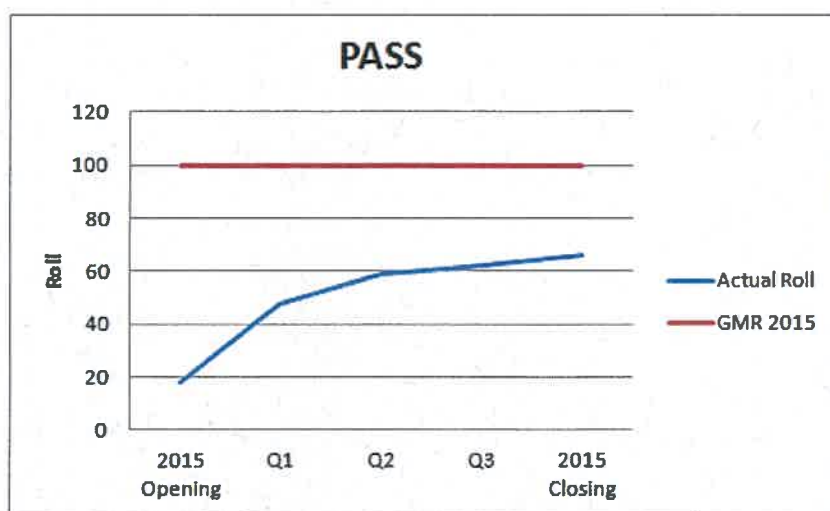
Roll	GMR	Actual Closing Roll	Maximum
	160	103	240

Area of Non Compliance	Area of Agreement
Did not comply with the performance standards in regard to the numbers of stand downs, suspensions, and exclusions.	Schedule 6, Clause 2.2
Did not provide financial data for Quarter 4.	Clause 18.2

³ Estimated from financial statements, agreed by the Sponsor. All financial figures are for 15 months, from September 2014 to December 2015.

Pacific Advance Senior School (Sponsor: Pacific Peoples Advancement Trust)

213. The school is situated in Otahuhu, an area with significant Pasifika community and under-achievement. Many students in the wider community have not gained qualifications that would provide them with worthwhile pathways into training, further education, or employment.
214. The school has a maximum roll of 240 and Guaranteed Minimum Roll of 100. It opened on 5 February 2015 with a roll of 18 (according to Sponsor), rising to 46 by 31 March. Its closing roll was 66. The total number of enrolments for the school year was 84.
215. The following graph shows quarterly rolls against the school's GMR for 2015.



216. The PASS School Board was formally established in May and met for the first official Board meeting in the second quarter. The Board comprises members of the Pasifika community in Auckland with a wide range of relevant expertise and capability, and has an advisory role. The Sponsor intends to increase the number of Trustees in 2016.
217. In the middle of the year the sponsor began fine tuning and enhancing the governance model as part of establishing the most effective and appropriate model going forward. This was to essentially address a recommendation made in the ERO Readiness Report in May 2015.
218. Having gained NZQA Consent to Assess during the year, there is now no ongoing formal relationship with the Open Polytechnic. This has been done to preserve the special Pasifika character of the curriculum.
219. The school has been actively preparing for 2016 through curriculum development. This includes developing courses in Digital Technology for Year 11 and Year 12 students and engaging with Te Aho o Te Kura Pounamu (The Correspondence School) and Manukau Institute of Technology.
220. 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. As part of the long term property plan for the school, the Sponsor is working with the landlord to ensure additional space is available to cater for the roll growth in 2016.
221. ERO's School Assurance Review in February 2016 found:

- “The sponsors’ vision of providing a fresh start for young people who are disengaged from school is increasingly well implemented;
 - many students start at the school well below achievement expectations for their age level. Working to get students confident and able to complete Level 1 NCEA qualification has been a significant success for the school;
 - most of these students had been out of school for at least half a year prior to coming here. The ongoing challenge for staff is to accelerate formal student achievement;
 - there is an appropriate emphasis on building students’ literacy and numeracy skills as the foundation for further study. The small size of the school can make it difficult for staff to provide the diversity of programmes that students would like. The challenge of the second year of operation is to find ways of working effectively with other providers to broaden the curriculum;
 - the sponsors have employed a governance advisor to support the effective operation of the school as it grows in size and complexity. Good systems are in place to report against objectives that reflect the performance standards of the sponsors’ contract;
 - challenges include the significant impact of transience on the school roll. The co-principals share a deep commitment to the Sponsor’s vision of turning students’ lives around and providing new pathways to successful outcomes. They have made a good start.”
222. The school has recruited academically experienced, culturally competent staff, 91 percent of whom are Pasifika/Māori.
223. Property refurbishment is continuing.
224. The sponsor considers it 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.
225. The school will seek additional professional development opportunities for all teachers. This will include advice and guidance for beginning teachers, engagement with subject colleagues from other schools and participation in NZQA workshops focusing on evidence gathering and assessment practice.
226. Establishing effective links with community organisations could expand the range of courses that the school could offer to students, contribute positively to student’s welfare and wellbeing, provide positive role models for students or enrich student’s educational experience.
227. The sponsor advises that most of the risks previously advised have been closed, that there is one new issue and that previously reported issues remain open:
- continued acceptance of new enrolments is increasing the already wide range of learning needs below curriculum level 6;

- there is (and will be) an ongoing challenge to recruit trained, registered, experienced, subject specialist teachers who have the cultural and Pacific language skills that are needed to work successfully with Pacific youth.

Fourth Quarter Report

228. The sponsor has confirmed that it is meeting the minimum requirements set out in Clause 16 of the Agreement, with the two following exceptions:
- the school's name is incorrectly recorded in the Gazette notice establishing the school;
 - the provision of religious instruction has been unclear, and is being clarified in the 2016 Variation Agreement.
229. Unjustified absences were below the maximum level specified in the agreement.
230. There have been no stand-downs, suspensions, exclusions, or expulsions.
231. All students enrolled were either Pasifika (95%) or Māori (5%).
232. The school met all its financial performance measures.
233. The Sponsor has received no complaints this quarter.

Annual Report

Objectives

234. The Sponsor advises that it has met its Objectives.
235. A Pacific Advance Senior School Board of Trustees was appointed as the permanent governance structure for the school.

Compliance with Operative Documents

236. The sponsor reports that:
- it has complied with the parents, family, whānau, iwi and community engagement policy;
 - it has complied with the policies for ensuring a safe physical and emotional environment for students. No health and safety issues have been identified.
237. The sponsor received no complaints or challenges under the independent review framework in the 2015 school year.

Priority Learners

238. All students are either Pasifika (95%) or Māori (5%)

Student Achievement

239. Few students enrolling at the school 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.

240. Thirty-six students gained NCEA Level 1, despite many of them joining the school during the year. These included four merit and one excellence award. Seven students ended 2015 with sufficient credits to achieve NCEA Level 1 early in 2016. students' achievement included
241. One student was enrolled in NCEA Level 2, and passed.
242. 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.
243. Students who achieved NCEA Level 1 in 2015 are generally returning in 2016. Only two students enrolled in NCEA Level 1 left the schooling system, having achieved NCEA Level 1 at the School.
244. The school had no leavers at NCEA Level 2, and only two leavers at NCEA Level 1 (who achieved NCEA Level 1). As such, any school leaver measure is meaningless for this school, although it must be assessed as having met its student achievement standard for NCEA Level 1.

Student Engagement

245. Many students enrolling at the school had developed a pattern of poor attendance at their previous school or had already disengaged from education. The school achieved a 92 percent attendance rate with its students, having set its own goal at 95 percent.
246. The sponsor reports that:
- unjustified absences were below the maximum level specified in the agreement;
 - there were two stand-downs for a total of two days;
 - there have been no suspensions, exclusions, or expulsions.

Financial Performance

247. The school has met all financial performance measures for the year, and is in a sound financial position at the end of the 2015 year.

Performance ratings - Pacific Advance Senior School

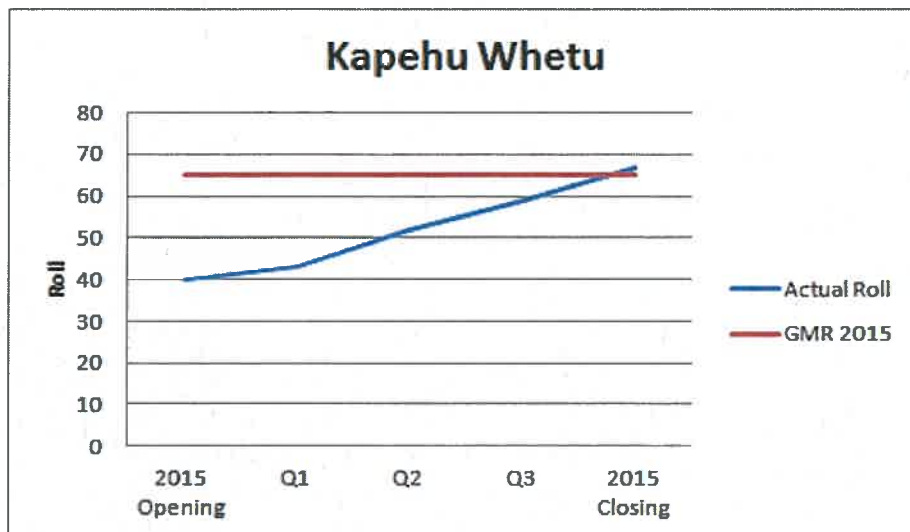
Student Achievement	Standard (leavers)	Outcome (leavers/enrolled)	Rating
NCEA Level 1 (1 leaver)	80.9%	100%/- N/A	Exceeded
NCEA Level 2 (1 student enrolled; no leavers)	66.9%	N/A-/100.0%	N/A
Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	339	280	Exceeded
Stand Downs	2	2	Met
Suspensions	1	0	Exceeded
Exclusions	1	0	Exceeded
Expulsions	0	0	Met

Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%	6.2%	Met
Working Capital Ratio	2:1	4.35	Exceeded
Debt/Equity Ratio	0.5:1	0.03	Exceeded
Operating Cash	+ve	\$863,346	Met
Enrolment Variance	100	63	Not Met
Targeting Priority Students	Standard	Outcome	Rating
	75%	100%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum Roll
	100	66	250

Te Kāpehu Whetū – Teina (Sponsor: He Puna Marama Charitable Trust)

248. The school provides for students in years one to six, and is designed to provide continuity between the Sponsor's established early childhood provision and its secondary school in Whangarei (Te Kura Hourua o Whangarei Terenga Paraoa).
249. The School has a maximum roll of 150 and Guaranteed Minimum Roll of 65. It opened on 17 February 2015 with a roll of 40. Its finishing roll was 67. Enrolments were hampered by delays in construction of the required teaching spaces.
250. The following graph shows quarterly rolls against the school's GMR for 2015.



251. Baseline data show that ākonga have high needs in their foundation knowledge in reading, writing and mathematics. This has required a very specific approach to teaching and learning, and flexibility in structure to ensure that the school is best able to meet the needs of individual ākonga. Ākonga are divided into competency rather than age groupings for the core areas, reading, writing and maths to try and accelerate ākonga progress in these areas. The ākonga in Years 0-3 are taught almost completely in te reo Māori.
252. ERO's Readiness Review found that a number of challenges that ERO identified at the end of 2014 remained. During establishment the school had difficulty in finding staff with the bilingual teaching skills needed for its approach. The steps taken by the sponsor throughout 2015 have addressed critical needs.
253. ERO conducted an assurance review in late October, and confirmed that the issues identified had been satisfactorily addressed. It noted:

"The focus this year on establishing affirming relationships amongst students and staff, and building educationally powerful connections with whānau has had good results...Teachers work collaboratively, and their close knowledge of the children and their whānau provides a strong platform for learning"

and concluded that:

"Children at Te Kāpehu Whetū -Teina enjoy learning in a culturally nurturing and personally enriching environment. Increasingly capable leadership and strong networks of support are in place to continue the development of the kura and its community."

254. The sponsor identifies as an ongoing risk the ability to attract appropriate teaching staff in a relatively small community, in the face of adverse publicity about Partnership Schools and actions by the teachers' unions.
255. Property has been an issue for the school this year as, given the short preparation time, the sponsor was not able to get the necessary buildings ready in time. However, the sponsor sourced some temporary prefabricated classrooms to use for the year while its permanent buildings were being built. This also influenced the number of ākonga for which the school could cater.
256. During Term 1 a large playground was installed that was chosen as it was suited to the range of age groups at the Kura.
257. The new buildings were utilised from the beginning of Term 1 2016. These buildings were 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.

Fourth Quarter Report

258. The sponsor advises that all minimum requirements under clause 16.1 of the agreement have been met
259. The sponsor reports that:
- there were no unjustified absences for the quarter;
 - there have been no stand-downs, suspensions, or exclusions.
260. All students are Māori.
261. All teaching staff are registered or have a Limited Authority to Teach (LAT).

Annual Report

Objectives

262. The sponsor advises all Objectives were met in 2015.

Compliance with Operative Documents

263. The sponsor reports that:
- it has complied with the parents, family, whānau, iwi and community engagement policy;
 - it has complied with the policies for ensuring a safe physical and emotional environment for students. No health and safety issues have been identified.

Priority Learners

264. All students during the year were Māori.

Student Achievement

265. The induction of its ākonga into a te reo Māori environment was a key success in 2015. The kura is operating at the highest level of te reo Māori and is pleased with the bilingual environment it has created.

266. The kura began as a bilingual kura but to realise its vision, required a shift to a Rumaki Reo Kura. During 2015, the Sponsor operated three classes. Two of the classes (Years 1-4), were taught in te reo Māori and implemented Te Marautanga o Aotearoa, assessing through Nga Whanaketanga Rumaki Māori. The third class (Years 5-6) taught the core curriculum areas in English and assessed through National Standards.
267. The Year 5-6 class will continue to be assessed by National Standards for a further two years, building towards teaching in te reo Māori and assessed through Nga Whanaketanga Rumaki Māori. The Sponsor's focus is on improving the current dual system, analysis and reporting.
268. The Kura achieved, on average, 55.4 percent of its student achievement performance standards, with the same level of achievement against the national Decile 3 schools' achievement.
269. As this is the first year, it is too early to judge whether this is a significant concern, but we would expect to see improvement in 2016.
270. One of the challenges that the school has is to attract quality staff who can converse in te reo Māori.

Student Engagement

271. The sponsor reports that:
- there were no unjustified absences for the year;
 - there was one stand-down, for three days, during the year;
 - there have been no suspensions or exclusions.
272. Attendance is an important factor and the Kura has a strong system for following up any absences as soon as they are noted.
273. The Wellbeing@School survey was conducted during the year. The data indicate 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.

Financial Performance

274. In spite of a small negative operating cash flow for the year, the School appears to be financially stable.

Focus for 2016

275. In 2016, the sponsor is focusing on:
- continuing the high level of whānau/family engagement and high student attendance levels;
 - reaching the GMR of 80 ākonga at the beginning of the school year 2016 and for this to increase as the year progresses;
 - improving assessment systems, reporting to whānau and determining how best to use the new kura space.

Performance ratings - Te Kāpehu Whetū – Teina

Student Achievement	Standard	Outcome	National Decile 3	National all schools	Rating
Level 1 Reading	56.60%	17.65%	51.10%	64.40%	Not Met
Level 1 Writing	70.80%	52.94%	63.20%	75.00%	Not Met
Level 1 Mathematics	78.00%	47.06%	79.40%	85.20%	Not Met
Level 2 Reading	72.80%	18.18%	68.00%	78.70%	Not Met
Level 2 Writing	69.00%	36.36%	65.00%	74.40%	Not Met
Level 2 Mathematics	71.40%	40.00%	67.50%	78.90%	Not Met
Level 3 Reading	75.30%	20.00%	73.10%	81.90%	Not Met
Level 3 Writing	63.60%	20.00%	60.60%	71.50%	Not Met
Level 3 Mathematics	64.70%	20.00%	62.60%	74.20%	Not Met
Level 4 Reading	74.10%	60.00%	77.80%	83.40%	Not Met
Level 4 Writing	63.50%	10.00%	62.00%	73.30%	Not Met
Level 4 Mathematics	69.20%	12.50%	66.40%	77.50%	Not Met
Level 5 Reading	69.50%	77.78%	74.40%	81.60%	Exceeded
Level 5 Writing	56.80%	55.56%	58.20%	69.60%	Almost Met
Level 5 Mathematics	61.20%	11.11%	63.70%	73.50%	Not Met
Level 6 Reading	75.60%	50.00%	79.20%	84.10%	Not Met
Level 6 Writing	61.30%	75.00%	64.00%	73.20%	Exceeded
Level 6 Mathematics	65.30%	50.00%	67.90%	76.60%	Not Met
Average outcome against standard		55.37%			Not Met
Average against national results			55.29%	48.58%	N/A
Student Achievement	Standard	Outcome	% of Standard		Rating
All students (average)	67.71%	37.65%	55.61%		Not Met

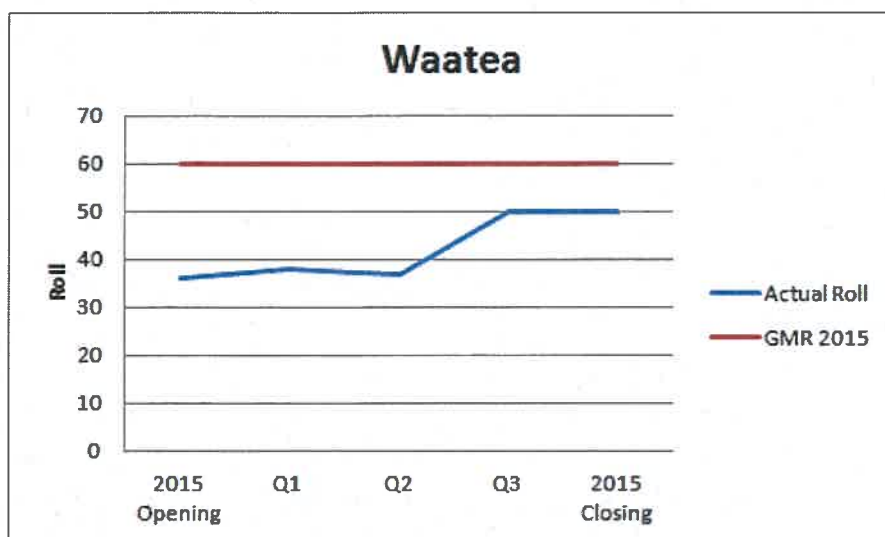
Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	106.22	0	Exceeded
Stand Downs	0	1	Not Met
Suspensions	0	0	Met
Exclusions	0	0	Met
Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%	12.1%	Exceeded
Working Capital Ratio	2:1	12.2:1	Exceeded
Debt/Equity Ratio	0.5:1	0.4:1	Exceeded
Operating Cash	+ve	-\$45,310	Not Met
Enrolment Variance	65	67	Met
Targeting Priority Learners	Standard	Outcome	Rating
	75%	100%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum
	65	67	150

Te Kura Māori o Waatea (Sponsor: Manukau Urban Māori Authority)

276. The kura is based in Mangere, Auckland. All students are Māori. It is approved for Years 1 – 8, and currently provides for Years 1 – 4. The School has a maximum roll of 200 and Guaranteed Minimum Roll of 60. It opened on 2 February 2015 with a roll of 36. Its finishing roll for 2015 was 50.

277. The following graph shows quarterly rolls against the school's GMR for 2015.



278. MUMA has provided extensive support throughout this first year and expects that the kura is now in a position to require less hands-on support. In 2016 the Early Childhood Centre will have a potential roll of 80-90. This will ensure that the Kura has a steady stream of new entrants whose parents have already bought into the philosophy, contributing to roll growth.

279. The sponsor has concerns about student retention. 23 percent of students who enrolled during the year left the school. It reports that most of its families are Māori on low incomes who live in rental accommodation and on average move at least twice each year. Increasing accommodation costs are driving many families further south.

ERO Reviews

280. Many of the matters that ERO identified in December 2014 were still to be addressed at the end of March 2015. These related primarily to curriculum leadership. ERO advised that the Sponsor encountered initial difficulties in establishing the school due to the inexperience of some staff, and the school leaders also being overloaded through their involvement in building the adjacent Early Childhood Education facility.

281. ERO's New School Assurance Review identified that these issues had been overcome: there were good documents to guide teachers' practice and implementation of the curriculum. The curriculum had an appropriate focus on building literacy and numeracy skills in Māori contexts as well as building the use of te Reo Māori, and the Principal was providing effective school leadership. The teachers and Principal have made very good progress in building a culture of teaching and learning that reflects the Sponsor's vision.

282. Delays with Building Consents impacted on the first stage of the build programme, which flowed across the subsequent stages. 'Duo' classrooms are being progressively built to accommodate increasing roll numbers and school administration. The existing whare meet the Ministry's per student ratio for up to a total of 80 students so the kura remains well placed to accommodate its 2016 roll increase to 85 students. The Sponsor has since had the first duo unit completed.

Fourth Quarter Report

283. The sponsor advises that one minimum requirement was not met for this quarter: 'School hours and term dates never reduce below the minimum levels set out in Schedule 1'. The Sponsor also did not provide its Fourth Quarter/Annual report by the required date, but lists this as met in its report.
284. The sponsor has been consistently late in providing reports, although only by a day or so.
285. The sponsor reports that:
- unjustified absences exceeded the performance target;
 - there have been no stand-downs, suspensions, or exclusions;
 - all students are from one or more priority groups;
 - the school did not meet the operating surplus or debt/equity ratio measures for the fourth quarter.
286. The sponsor is progressing towards its objective of hiring fully qualified teaching staff, with one teaching staff member due to be fully registered and two to gain LATs by mid 2016.
287. Parents of one child complained about four incidents involving their child during class time. Incident reports were prepared by the teacher for two of the incidents. The other two events did not merit reporting as an incident as they were in-class behavioural issues that were resolved by the student and teacher.
288. The Tumuaki and teachers met several times with the parents to try to resolve the issues. Despite the parents agreeing to a resolution process and remedy, the matter was escalated by them to the Board level. The matter was subsequently resolved by the parents with the Chair of the Board but a week after that resolution meeting, the parents laid a complaint with the Ministry. We understand that the matter has been resolved and the parents agreed to set aside their complaint on the proviso that the teacher involved underwent appropriate Professional Development. That support was put in place.

Annual Report

Objectives

289. The Sponsor advises that:

- although its proportion of fully registered teaching staff has fluctuated during the year, it has maintained a very high standard of teaching, confirmed by ERO's New School Assurance Review;
- a large proportion of whānau are enrolled with MUMA Whānau Ora, which has greatly enhanced their ability to engage in their children's learning;
- te reo Māori is a core component of the Kura's curriculum and teaching practice; and is well integrated into the classroom and playground. Six of the seven staff members are competent speakers of te reo Māori;
- it has developed a relationship with Michael Park Steiner School, and continues to identify aspects of Steiner education that align with kaupapa Māori. Work on this will continue in 2016;
- a range of assessment tools is used to identify student baselines and progress in literacy and numeracy. Priority students are tracked through individual education plans. Teachers undergo ongoing professional development in assessment and pedagogy.

Compliance with Operative Documents

290. The sponsor reports that:

- it has complied with the parents, family, whānau, iwi and community engagement policy, and has received very positive feedback from a survey of whānau about its engagement practices;
- it has complied with the policies for ensuring a safe physical and emotional environment for students.

Priority Learners

291. By the end of the year, 42 of 50 (84 percent) of students were Maori and 8 (16 percent) were Pasifika. Throughout the year, all students were from one or more priority priority groups.
292. Sixteen percent of students had accessed Special Needs Assistance (RTLb, Vision and Hearing and Interim Response).
293. Based on an internal survey, the Sponsor estimates that approximately 90 percent of students are from low socio economic backgrounds.
294. The kura has found the nature of students enrolling to be particularly challenging and there have been referrals throughout the year from 'Kiwi suspensions', Child, Youth and Family and Police.

Registered Teachers

295. The school was slightly below the contracted number of registered and/or certificated teachers (50 percent vs 55.6 percent). This was due in part to the resignation of one teacher mid-year. ERO's review indicates that this has not compromised teaching and learning quality. By mid-year 2016, all teaching staff will be either fully qualified or certified.

Student Achievement

296. The kura had the lowest performance of the Partnership Schools in 2015, achieving 38.9 percent of its achievement standard on average. The kura is working with a Student Achievement Function Practitioner to identify areas of focus for 2016.
297. As this is the first year, it is too early to judge whether this is a significant concern, but we would expect to see improvement in 2016.

Student Engagement

298. The sponsor reports that:
- unjustified absences exceeded the performance target;
 - there were no stand downs, suspensions or exclusions.
299. The sponsor identifies an ongoing issue relating to truancy due to transport difficulties. This was identified early in 2015 and remains an issue. Accordingly, the School has not met its unjustified absence standard. It had no stand downs, suspensions, or exclusions, hence has met those standards.
300. As the school does not yet have Year 5 students the Wellbeing@School survey is yet to be carried out.

Financial Performance

301. All financial performance targets were met for the year.
302. The kura has performed financially as expected and MUMA is confident that kura forecasts are realistic and achievable. MUMA is investing in new classrooms and has made financial commitments that rely on the Kura performing well.

Focus for 2016

303. The focus will need to be on initiatives to improve student achievement.

Performance ratings - Te Kura Māori o Waatea

Student Achievement	Standard	Outcome	National Decile 3	National all schools	Rating
Level 1 Reading	56.60%	25.00%	51.10%	64.40%	Not Met
Level 1 Writing	70.80%	25.00%	63.20%	75.00%	Not Met
Level 1 Mathematics	78.00%	25.00%	79.40%	85.20%	Not Met
Level 2 Reading	72.80%	20.00%	68.00%	78.70%	Not Met
Level 2 Writing	69.00%	20.00%	65.00%	74.40%	Not Met
Level 2 Mathematics	71.40%	60.00%	67.50%	78.90%	Not Met
Level 3 Reading	75.30%	0.00%	73.10%	81.90%	Not Met
Level 3 Writing	63.60%	30.00%	60.60%	71.50%	Not Met
Level 3 Mathematics	64.70%	10.00%	62.60%	74.20%	Not Met
Level 4 Reading	74.10%	14.30%	77.80%	83.40%	Not Met
Level 4 Writing	63.50%	50.00%	62.00%	73.30%	Not Met
Level 4 Mathematics	69.20%	37.50%	66.40%	77.50%	Not Met
Average outcome against standard		38.91%			Not Met
Average against national results			40.83%	34.92%	N/A
Student Achievement	Standard	Outcome	% of Standard		Rating
All students (average)	67.71%	37.65%	35.09%		Not Met

Student Engagement	Standard (max)	Outcome	Rating
Unjustified Absence	86	115	Not Met
Stand Downs	0	0	Met
Suspensions	0	0	Met
Exclusions	0	0	Met
Financial Performance	Standard	Outcome	Rating
Operating Surplus	2-5%	26.8%	Exceeded
Working Capital Ratio	2:1	3.73:1	Exceeded
Debt/Equity Ratio	0.5:1	0.34:1	Exceeded
Operating Cash	+ve	\$984,947	Met
Enrolment Variance	60	50	Not Met
Targeting Priority Learners	Standard	Outcome	Rating
	75%	100%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum
	60	50	200

Area of Non Compliance	Area of Agreement
Did not provide reports to the Minister in a timely manner.	Clause 16.1(o)/18.2