



Partnership Schools | Kura Hourua

2015 Annual Report

Te Kura Hourua o Whangarei Terenga Paraoa

01 January to 31 December 2015

Submitted by: He Puna Marama Charitable Trust

General Information about your school

1. General information about your School

School Vision	<p>The Sponsors vision for Māori is prosperous whānau, to live as Māori, to actively participate as citizens of the world and to enjoy good health and a high standard of living.</p> <p>The school's vision is to unlock the potential of our rangatahi while honouring the deeds of our tupuna so that we may raise generations of Ngapuhi who are confident, competent and capable so that they may find 'their place on the marae and their place in the world'.</p>
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Basic Information about the School

School Name	Te Kura Hourua o Whangarei Terenga Paraoa
Sponsor Name	He Puna Marama Charitable Trust
School Number	692
Current Year Levels	Year 9-13
All Year Levels (If different from above)	Year 9-13
Select School Type	Co-educational Secondary (Years 9 - 13)
2015 Guaranteed Minimum Roll	70
Maximum Roll	300
Current Enrolment Count (end of School Year)	72
School Physical Address	185 Lower Dent Street, Whangarei 0110
School Postal Address	PO Box 6020, Otaika, Whangarei 0147
Website Address	www.mokonz.co.nz
Name of Key Contact	Raewyn Tipene
Key Contact Phone Number	(09) 438 8422
Key Contact Email Address	[REDACTED] s 9(2)(a) OIA
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews
School Leader/Principal Phone Number	(09) 438 8422
School Leader/Principal Email Address	n.matthews@mokonz.co.nz

School Terms

Schedule 1 of your agreement and enter the dates as listed

Terms	Start Term Dates (dd/mm/yyyy)	End Term Dates (dd/mm/yyyy)	Half Days per Term
Term 1	9/02/2015	2/04/2015	78
Term 2	27/04/2015	26/06/2015	86
Term 3	13/07/2015	19/09/2015	100
Term 4	5/10/2015	5/12/2015	88
Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day, enter in half days			
Total			352

Half days exclude weekends & public holidays.

General Information about your school

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	74
Quarter 2	1/04/2015	30/06/2015	90
Quarter 3	1/07/2015	30/09/2015	100
Quarter 4	1/10/2015	31/12/2015	88
Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day			0
Total			352

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.

The one significant change to the organisational structure of the School was the departure of Freda Mokaraka from her role as Pouwhakahaere at the end of Term 1. Her responsibilities were delegated among the Pouwhakaako (Senior Teachers) and re-assumed by the Pouhere (Director of Learning). We have also added further teaching staff as the year has progressed who have expertise in English, Social Science and Physics.

2.Sponsor's Report

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

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

Contents of the Sponsor's report could include:

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

We have had a successful year within the Kura continuing our progress and development from 2015. We continue to align to our 3 pou of Be Māori, Be Educated and Be Leaders, I will highlight some of our successes and achievements in relation to these pou.

Kia Māori. The Māori character of our school is the fundamental part of our approach to education this year we participated in a number of cultural activities throughout Te Tai Tokerau. We performed at the Te Tai Tokerau Cultural Festival in Opononi, we performed (by invitation) at the Ngāti Hine Festival, we had speakers in all 5 sections at the regional Ngā Manu Kōrero speech competitions and we competed for the first time at the Te Tai Tokerau Secondary Schools Kapa Haka competition. We also participated in a number of pōwhiri and community events as support or by invitation from the Mayor of the Whangarei District Council. Within the Kura all ākonga learn Te Reo Māori and all ākonga participate in Māori Performing Arts. We continue to begin our day as a whole Kura with our ākonga conducted our Ngā Puhi taumata, which includes whaikōrero, karakia and himene. We finish everyday as a Kura with karakia, again ākonga led.

Kia Mātau. Academic development and achievement continues to be a high priority for us. We implemented a Kura wide literacy programme with specific focus on Year 9 & 10 ākonga this year. We had a full time pouako who worked individually and in small groups with ākonga based on the results of their e-asite testing. We used Personalised Learning Plans with our senior ākonga to help them plan their NCEA programme so that it met their aspirations. We had a very successful year in terms of NCEA with very good pass rates, increased use of Externals and a good Managing National Assessment Report from NZQA. We also added further pouako for Biology and Physics to increase our delivery in these areas. We had especially pleasing results for our Year 11 NCEA Level 1 ākonga who in general achieved at very high levels, most of these ākonga are in their second year with us. We also had 5 Year 13 ākonga that were doing NCEA Level 3 and all of these ākonga achieved University Entrance. We are very happy with our year 2 progress in this area and feel that our model and approach is working and that anticipate continued success in the future.

Kia tū Rangatira ai. Our third focus is the building of future leaders for Ngā Puhi and this is a combination of the first 2 pou plus the additional work we do to support our ākonga in terms of attitude, behaviour and service. As a Kura we made a large contribution to the Whangarei ANZAC day commemorations which included the field of remembrance. We also attended 2 local marae as part of their ANZAC day activities as well. As a Kura we attended a number of community events through the year and provided ākonga to collect donations as part of Daffodil Day. Overall we are building a culture of respect for self and others and taking responsibility for your own (in)action.

We have met our Schools Objectives of Participation and Retention with a focus on attendance and communicating with whānau to ensure their understand the importance of getting their children to school. We had some ākonga leave us through the school year but in general this was due to changes in whānau circumstance or the decision that our Kura didn't fit them in terms of our expectations of them or their aspirations for themselves. Our Performance Standards of Achievement and Engagement were also met with a good year in NCEA and good whānau engagement evidenced by the contribution of whānau to our various kapa haka performances, whānau support of public events and the attendance at Parent Teacher Interviews and End of Term celebrations. We had one notable change to staff during the year with our Pouwhakahaere leaving, her responsibilities were distributed among the senior teachers and Pouhere. As noted above we also added teaching staff during the year. Overall we have had a good year and continue to make good progress towards a Kura that fully matches and embodies our Vision.

3. Minimum Requirements

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

Note the following:

- A **serious incident** requiring investigation is defined as an incident that was unexpected or avoidable, causes serious harm to one or more students, staff, visitors or members of the public and/or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.
- Serious criminal activity** means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.
- The person appointed and responsible for teaching and learning at all times must have a proven background in educational leadership.

Clause	Requirement	Quarter 1			Quarter 2		Quarter 3		Quarter 4	
		Met								
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	Met								
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	Met								
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	Met								
16.1(d)	the Sponsor does not exceed the Maximum Roll;	Met								
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	Met								
16.1(f)	the School / hours and term dates never reduce below the minimum levels set out in Schedule 1;	Met								
16.1(g)	the stand down or suspension periods for Students do not exceed the maximum periods set out in the Act;	Met								
16.1(h)	the Sponsor complies with the legislative requirements in relation to standing down, suspending, excluding or expelling;	Met								
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	Met								
16.1(j)	any transport required is provided as described in Schedule 3;	Not Applicable								
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	Met								
16.1(l)	the number or percentage of Teaching Positions filled by people holding a Practising Certificate or Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	Met								
16.1(m)	the percentage of the Curriculum time taught by people holding a Practising Certificate or Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;	Met								
16.1(n)	the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 168U of the Act) and reporting on Police vetting under this Agreement;	Met								
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	Met								
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	Met								
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	Met								
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	Met								
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	
If any of the above have been recorded as 'Not Met' in the 2015 Quarterly Reports, please state the reason and remedy or mitigation for this.	
Clause	Requirement

Teaching Positions		Number or %		Comments
Please enter the information below on the Teaching positions in the 2015 School Year:		Actual		
Number of teachers that hold registration (reporting year)		Contract	10.0	
Number of teachers that hold a Limited Authority to Teach (reporting year)		Contract	7.0	
Number of non-registered teachers (2015)		Actual	0.0	
Total number teaching staff (registered, LAT and non-registered)		Contract	0.0	
Percentage of teachers that hold registration and/or LAT (2015)		Actual	1.5	
		Contract	11.5	
		Actual	8.5	
		Contract	87.0%	
		Actual	82.4%	

4.1 Objectives from your Agreement

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

- The goal(s) of each Objective.
 - The measures used to assess achievement of each goal of the Objective.
 - If status of the measure for Quarter 4: Select either MET, PROGRESSING TOWARDS, ONGOING or NOT MET.
 - Please provide a comment(s) on your Overall performance for the 2015 School Year and the focus for the 2016 School Year.
- The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Student Engagement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below.

Note, where there is some overlap between your Objectives and the Performance Standards please complete the relevant Performance Standard section below. There is no need to repeat information in the Objectives section; instead please direct the reader to the appropriate section.

Objective 1: Participation	Goal(s)	Measures	Quarter 4			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Attendance	Consistent attendance at the kura	Met	Met	Met	Met
<i>Focus for 2015 School Year (as stated in 2014 Annual Report)</i>		We worked closely with whānau to ensure that there was consistent attendance by ākonga at kura, we made contact each day to follow up any absences. Any patterns of non-attendance or unjustified absences were also dealt with as quickly as possible with whānau. This will continue to be a focus this year and we will look to refine and strengthen communication with whānau.				
<i>Comment for 2015 School Year</i>		This has remained a focus and we have a very robust system that allows us to ensure that any absences are raised with whānau quickly. We continue to communicate with whānau if any patterns of absence begin to form. The relationships are developing so that most of our whānau are proactive and receptive to ensuring that attendance is high.				
<i>Focus for 2016 School Year</i>		This will continue to be a focus in 2016 as it underpins any potential academic success for our ākonga.				

Objective 2: Engagement	Goal(s)	Measures	Quarter 4			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
	<i>See section 4.3 below as part of the Performance Standards reporting.</i>					
<i>Focus for 2015 School Year (as stated in 2014 Annual Report)</i>						
<i>Comment for 2015 School Year</i>		We have spent considerable time building a culture that is supportive where students, teachers and whānau have high expectations. This has in turn resulted in high attendance and achievement levels.				
<i>Focus for 2016 School Year</i>		The focus in 2016 will be on embedding a culture of high expectation, success and achievement that are tied to the ethics of our 3 Pou and each students/whānau aspirations.				

Objective 3: Retention	
Goal(s)	Measures
Stability of Roll	Stable number of students enrolled at the Kura.
Meet minimum roll requirement	Number of students enrolled at the Kura.
Focus for 2015 School Year (as stated in 2014 Annual Report)	The focus for the 2015 school year is to meet the minimum roll requirements (70) and retain those students throughout the year.
Comment for 2015 School Year	We have met our minimum roll requirement for 2015. We had some akonga leave for the usual reasons of whanau moving or their whanau situation changing. This was offset by some akonga starting through the year. Overall our retention was good and it remains a focus of the Kura.
Focus for 2016 School Year	The focus for the 2016 school year is to meet the minimum roll requirements and retain those students throughout the year.

Objective 4: Student Achievement	
Goal(s)	Measures
See section 4.2 below as part of the Performance Standards reporting.	
Focus for 2015 School Year (as stated in 2014 Annual Report)	
Comment for 2015 School Year	Again our staff and students have worked extremely hard to maintain a high level of achievement. There are still many areas for improvement including systematic monitoring and improved communication with stakeholders. If we can get everyone working in the same direction we would expect to see our results improve even more.
Focus for 2016 School Year	We have two high level programmes planned for the 2016, first building a curriculum programme that can show links, connection and progress from year 7 - year 13 and second to develop a range of programmes to support students achieve NCEA levels without compromising the overall direction and quality of their programme.

4.2 Student Achievement Summary

Academic Successes

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

We have had a good year in terms of NCEA success. At NCEA Level 1 we are on track to have a 85% pass rate but importantly 7 of the 20 ākonga in Year 11 are predicted to get a merit endorsement for Level 1. In NCEA Level 2 we have achieved a 100% pass rate for all Year 12 and 2 Year 13 ākonga. In NCEA Level 3 we have achieved a 100% pass rate and all of those ākonga also gained University Entrance.

Areas of particular strength

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

We are developing particular strength in our core curriculum subjects of Mathematics, English and Science. All of our ākonga do all three subjects at Level 1 & 2 and then are required to continue English at Level 3. With our focus on Māori knowledge and academic achievement this is particularly pleasing.

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.

We don't want to be a Kura that chases credits instead we want to produce programmes that supports either the aspirations of the student/s and/or supports our three Pou. We have employed a person solely to focus on developing suitable pathways with other providers or within our Kura.

Context to Student Achievement Data

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

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

We had our first Managing National Assessment process with NZQA this year and received a very favorable response

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 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 2 & 3	Total
Year 9 Students	22						22
Year 10 Students	11						11
Year 11 Students	3	15					18
Year 12 Students			11		2	1	14
Year 13 Students			2	5			7
Total	36	15	13	5	2	1	72

Students No Longer in School System	Check
1	
3	
4	
2	
3	
13	

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%	84.0%	119%	100%	85.0%	100.0%
School Leavers with NCEA L2	100.0%	73.0%	137%	100%	100.0%	100.0%

Part C - 2015 Achievement End Of Year - All Students

2015 Results							
All Students NCEA Level 1	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	Total Results	% Pass (all students)
All students	3	0	10	7	0	20	85.0%
Māori	3		10	7		20	85.0%
Pacific						0	0%
All other ethnicities						0	0%
Male	1		4	3		8	87.5%
Female	2		6	4		12	83.3%
Year 9	22					22	0.0%
Year 10	11					11	0.0%
Year 11	3		8	7		18	83.3%
Year 12	12		2			14	14.3%
Year 13	7					7	0.0%
2015 Results							
All Students NCEA Level 2	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	Total Results	% Pass (all students)
All students	0	0	15	1	0	16	100.0%
Māori			15	1		16	100.0%
Pacific						0	0%
Other						0	0%
Male			9			9	100.0%
Female			6	1		7	100.0%
Year 9	22					22	0.0%
Year 10	11					11	0.0%
Year 11	18					18	0.0%
Year 12			13	1		14	100.0%
Year 13	5		2			7	26.6%
2015 Results							
All Students NCEA Level 3	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	Total Results	% Pass (all students)
All students	2	0	6	0	0	8	75.0%
Māori	2		6			8	75.0%
Pacific						0	0%
Other						0	0%
Male			4			4	100.0%
Female			2			2	100.0%
Year 9	22					22	0.0%
Year 10	11					11	0.0%
Year 11	18					18	0.0%
Year 12	13		1			14	7.1%
Year 13	2		5			7	71.4%

Part D - 2015 Achievement Summary - School Leavers

2015 Results							
School Leavers NCEA Level 1	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	Total Results	% Pass (all students)
All students	0	0	9	0	0	9	100.0%
Māori			9			9	100.0%
Pacific						0	
Other						0	
Male			6			6	100.0%
Female			3			3	100.0%
Year 9						0	
Year 10						0	
Year 11						0	
Year 12			2			2	100.0%
Year 13			7			7	100.0%
School Leavers NCEA Level 2	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	Total Results	% Pass (all students)
All students	0	0	9	0	0	9	100.0%
Māori			9			9	100.0%
Pacific						0	
Other						0	
Male			6			6	100.0%
Female			3			3	100.0%
Year 9						0	
Year 10						0	
Year 11						0	
Year 12			2			2	100.0%
Year 13			7			7	100.0%
School Leavers NCEA Level 3	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	Total Results	% Pass (all students)
All students	4	0	5	0	0	9	55.6%
Māori	4		5			9	55.6%
Pacific						0	
Other						0	
Male	3		3			6	50.0%
Female	1		2			3	66.7%
Year 9						0	
Year 10						0	
Year 11						0	
Year 12	2					2	0.0%
Year 13	2		5			7	71.4%

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

% At or Above	Mid Year Reporting			End of Year Actual			Mid Year - Actual Variance		
	L1	L2	L3	Number	L1	L2	L3	Number	
All students	100.0%	100.0%	100.0%		85.0%	100.0%	75.0%		
Māori	100.0%	100.0%	100.0%		85.0%	100.0%	75.0%		
Pacific									
All other ethnicities									
Male	100.0%	100.0%	100.0%		87.5%	100.0%	100.0%		
Female	100.0%	100.0%			83.3%	100.0%	100.0%		
Year 9	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		
Year 10	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		
Year 11	78.6%	0.0%	0.0%		83.3%	0.0%	0.0%		
Year 12	23.1%	100.0%	0.0%		14.3%	100.0%	7.1%		
Year 13	0.0%	28.6%	100.0%		0.0%	28.6%	71.4%		

Part F - 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	0	0	14	14
Māori			14	14
Pacific			0	0
All other ethnicities			0	0
Male			11	11
Female			3	3

Year 9	22			22
Year 10	11			11
Year 11	3		11	14
Year 12	10		3	13
Year 13	7			7

NCEA Level 2	Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	Total
All students	0	0	9	9
Māori			9	9
Pacific			0	0
All other ethnicities			0	0
Male			5	5
Female			4	4

Year 9	22			22
Year 10	11			11
Year 11	18			18
Year 12			9	9
Year 13	5		2	7

NCEA Level 3	Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	Total
All students	0	0	2	2
Māori			2	2
Pacific			0	0
All other ethnicities			0	0
Male			2	2
Female			0	0

Year 9	22			22
Year 10	11			11
Year 11	18			18
Year 12	13			13
Year 13	0		2	2

Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	% Pass (all students)
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%

100%	0%	0%	0%
100%	0%	0%	0%
21%	0%	79%	79%
77%	0%	23%	23%
100%	0%	0%	0%

Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	% Pass (all students)
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%

100%	0%	0%	0%
100%	0%	0%	0%
100%	0%	0%	0%
0%	0%	100%	100%
71%	0%	29%	29%

Not Enrolled	Tracking to Not Achieve	Tracking to Achieve	% Pass (all students)
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%
0%	0%	100%	100%

100%	0%	0%	0%
100%	0%	0%	0%
100%	0%	0%	0%
100%	0%	0%	0%
0%	0%	100%	100%

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	74	75	77	72	
Number of days the school is open	39	49	45	49	
Performance Standard: 0.028 x by the number of Students multiplied by the number of days the School is open	80.81	102.90	97.02	98.78	379.51
Actual Unjustified Absences (Full Days)	0	0	0	0	0
Percentage of Performance Standard	0.0%	0.0%	0.0%	0.0%	0.0%
Comment for 2015 School Year	We focussed heavily on ensuring we followed up absences quickly and communicated clearly with whanau to eliminate unjustified absences.				
Focus for 2016 School Year	Whanau engagement will continue to be a priority in 2016 with regard to student absences. We are currently looking at enabling the parent portal within our Student Management System which will enable whanau to track attendance of their tamariki.				

Stand downs (Schools with students year 7 and above)

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

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard	2.1 days per 100 Students				
Number of Students End of Quarter	74	75	77	72	
Actual Standowns - Number of Days	0	5	0	0	5
Actual Standowns - Number of Students	0	1	0	0	1
Comment for 2015 School Year	This stand down was used while we investigated an incident and then went through a restorative process between the ākonga and their respective whānau. An outcome was reached that was agreeable to all parties.				
Focus for 2016 School Year	We continue to approach behaviour management through a Kaupapa Māori restorative approach as a means to minimise the use of stand downs and suspensions.				

Suspensions (Schools with students year 7 and above)

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension.

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard	0.42 days per 100 Students				
Number of Students End of Quarter	74	75	77	72	
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	We continue to approach behaviour management through a Kaupapa Māori restorative approach as a means to minimise the use of stand downs and suspensions.				
Focus for 2016 School Year	This will continue to be a focus.				

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	74	75	77	72	
Actual Exclusions - Number of Students	0	0	0	0	0
Comment for 2015 School Year	We continue to approach behaviour management through a Kaupapa Māori restorative approach as a means to minimise the use of stand downs and suspensions.				
Focus for 2016 School Year	This will continue to be a focus.				

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	74	75	77	72	
Actual Expulsions - Number of Students	0	0	0	0	0
Comment for 2015 School Year	We continue to approach behaviour management through a Kaupapa Māori restorative approach as a means to minimise the use of stand downs and suspensions.				
Focus for 2016 School Year	This will continue to be a focus.				

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	
2014 Annual Report Summary	We are enrolled for the wellbeing survey but did not implement at the end of the year. We will look at doing it with all returning ākonga to provide some base line data.
Summary of results from 2015 Students Survey	The data indicates 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 indicates that the majority agree or strongly agree with the statements included in the wellness survey.
Proposed Performance Standard and focus for 2016 School Year	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. Development of a lead team to monitor student/whanau engagement/relationships within the school will give us some continuity across the year levels.

4.4 Financial Performance

Operating Surplus

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

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Income	2 - 5%	551,482	585,552	588,748	563,443	2,289,225
Expenditure		434,108	471,647	501,484	634,639	2,041,878
Surplus less Deficit		117,374	113,905	87,264	-71,196	247,347
Percentage		21.3%	19.5%	14.8%	-12.6%	10.8%
Comment for 2015 School Year						
Focus for 2016 School Year	Error on G10 formula					

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	2,133,851	2,178,409	1,591,835	706,818	1,652,728
Current Liabilities		111,558	60,066	55,017	246,453	118,274
Working Capital		2,022,293	2,118,342	1,536,818	460,365	1,534,455
Ratio		19.13	36.27	28.93	2.87	21.80
Comment for 2015 School Year	Purchased and refurbished buildings for the Kura saw a reduction in cash held by 4th quarter.					
Focus for 2016 School Year	The format of the spreadsheet differs from the provided template.					

Debt Equity Ratio

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

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Average
Current Equity	0.5:1	2,652,570	2,757,739	2,839,388	2,763,693	2,753,348
Current Liabilities		111,558	60,066	55,017	311,453	134,524
Debt Equity		2,541,012	2,697,673	2,784,371	2,452,240	2,618,824
Ratio		0.04	0.02	0.02	0.11	0.05
Comment for 2015 School Year						
Focus for 2016 School Year						

Operating Cash

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

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Operating Cash per Forecast		51,764	26,764	50,514	-12,487	116,555
Operating Cash End of Quarter		117,374	113,905	87,264	-71,196	247,347
	Positive Cash Flow Forecast = Actual	65,610	87,141	36,750	-58,709	130,792
Comment for 2015 School Year						
Focus for 2016 School Year	G45 looks odd pls check formula - formula is correct - cash deficit is greater than projected.					

Certification

I certify that this School is solvent and will remain solvent.

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	Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Avg
Guaranteed Minimum Roll	70	74	75	77	72	75
Comment for 2015 School Year	We have had managed growth over our first two years. This will increase next year as we add Years 7 & 8 and bring more senior Ākonga into the Kura.					

Focus for 2016 School Year:

Our goal is to meet our minimum required roll and retain these Ākonga over the course of the year.
--

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	New Enrolments	Leavers	New Enrolments	Leavers	New Enrolments	Leavers	
9	22			1	1					1			21
10	13	1			1					2			10
11	19	1		1		1		1		1			18
12	15		1		1		1		1		1		15
13	10	3											0
Enrolments End of Quarter	79	5	2	1	4	2	0	5	64				
Comment for 2015 School Year:													
Focus for 2016 School Year:													

School Leaver 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 I48 should equal the figure in Total Leavers for the 2015 School Year (I45). If the total Number of Students in cell I48 does not equal that entered in I45, cell I45 will turn red and record the variance between the figures.

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

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

Employment: The student has entered into paid employment.

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

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

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

Total Leavers for 2015 School Year

All students	Unknown	Another School	Employment	Further Training	University	NEETS	Total
All students	1	11	1	0	0	0	13
Maori	1	11	1	0	0	0	13
Pacific	0	0	0	0	0	0	0
All other ethnicities	0	0	0	0	0	0	0
Male	6	1	0	0	0	0	7
Female	1	5	1	0	0	0	6
	1	11	1	0	0	0	13

Year 9	1	1	0	0	0	0	1
Year 10	3	0	0	0	0	0	3
Year 11	4	0	0	0	0	0	4
Year 12	1	1	0	0	0	0	2
Year 13	2	1	0	0	0	0	3
	1	11	1	0	0	0	13

Geographical Location of Enrolled Students

Please enter the geographical locations of where your Students are coming from. The total number of Students in cell EF94 should equal the figure in Total Enrolments 2015 School Year (EF92). If the total Number of Students in the cell EF94 does not equal Total Enrolments 2015 School Year (EF92), cell EF94 will turn red and record the variance between the figures.

Total Enrolments 2015 School Year

Geographical Locations	Number Students	Percentage
Hikurangi	3	4%
Kaiwharawhara	2	2%
Kaihoe	9	11%
Kamo	4	5%
Kawakawa	7	8%
Kensington	4	5%
Moerewa	10	12%
Morningside	2	2%
Ngunguru	12	14%
Onerahi	9	11%
Otaki	2	2%
Orakei	11	13%
Orangerei	1	1%
Reaumanga	1	1%
Ridgehaven	1	1%
Riverside	1	1%
Takapuna	8	9%
Takitimu	0	0%
Takitimu	85	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 may be subject to audit. Sponsors should begin by identifying students who are Māori, Pasifika or identify with having special education needs first. A student can only be counted in one category but we recognise that a student could identify with more than one priority learner group.

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

Students with Special Education needs: As per your Agreement (Part 7: General; section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through Resource Teacher 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/Special Education 155/156 schools) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

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

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Avg
Enrolment of Priority Groups	75%	100.0%	100.0%	100.0%	100.0%	100.0%
Commitment for 2015 School Year	All of our ākonga are Māori.					
Focus for 2016 School Year	As a Kāupapa Māori Kura it is likely that our roll will remain wholly Māori, however the other demographics are more than welcome in our Kura if they choose.					

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.

At the beginning of the year we renovated one of our buildings and turned it into a school Gym. It now can be used for basketball, netball, volleyball and badminton. This has been a significant development that has allowed us to really improve our PE programme and the provision of sports and exercise more generally. With the roll growth for next year we have acquired a new building beside our current main school building and are currently refurbishing it in the same configuration as our other building. It will contain a large open plan learning space and smaller break out rooms for teaching.

We have also sourced a building that we will use as a temporary science lab next year to allow us to offer Chemistry as a subject option. Our teaching/learning spaces are operating well and supporting the delivery of our programmes in the way in which we hoped it would. The open plan is supporting engaged learners who are now used to being in shared space with more than one teacher operating at once. They are also aware that their actions and behaviours are visible to all which helps with the general behaviour management within the Kura. Our smaller breakout rooms are good for small groups or when a pouako wants less distraction. These are particular good for the senior classes which are smaller in size and needing to focus on their NCEA work. We have replicated this layout for our new building. We are progressing with our mid-term property plan which is aligned to our planned roll growth.

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 publicly available, either on the School's website or via another suitable forum. Please confirm this policy is available.

Complied
Available on website

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 effectively has the school used the information gathered from 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?

Community and educational partnerships		
<i>Please provide a list of the partnerships with other educational or community groups the school is involved with.</i>		
EDUCATIONAL ORGANISATIONS		
Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
North Tec	By contract provide tertiary education. Through STAR access specific training.	Ongoing collaboration, automotive engineering and driver education.
Te Wānanga o Aotearoa	By contract provide Māori Art classes for all year 9 ākonga	4 hour art classes held once weekly each. 22 ākonga
CareersNZ	Working together to develop career advice and planning.	Pouwhakahaere and Careers NZ staff.
Cut Above Academy	By contract for beauty therapy course.	7 senior ākonga, 2 week course held over successive school holiday breaks.
Taratahi PTE	By contract for agriculture course.	12 senior ākonga, 2 week course held over successive school holiday breaks.
The Learning Place PTE	By contract for hospitality course.	8 senior ākonga attended a 2 day Barista course.
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.
Octane Youth Health	A medical clinic for youth	Whānau have enrolled for GP services.
Far North Crossfit	Fitness Training	7 students
Crossfit Whangarei	Fitness Training	3 Weeks for our senior netball team.
Whangarei Family Planning Clinic	Staff members providing seminar sessions with students.	2 sessions with our Year 9 and Year 10 ākonga around girls around personal and sexual health.
Whangarei District Council	Ongoing relationship for mutual support.	As required
Hihiaua Trust	Ongoing relationship related to the development of the Hihiaua block as a Māori culture and education site	As required
New Zealand Police – School Community Officer	Have met with Mario Kafe and he has visited the Kura. Looking to develop a positive relationship between Kura, ākonga and the NZ Police.	As required

Policies for ensuring a safe physical and emotional environment for Students

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, those policies then form part of the Agreement and the Sponsor is required to act in accordance with the approved policies.

Please confirm you have compiled with your approved policies for ensuring a safe physical and emotional environment

If you have answered 'Not Compiled' or 'Partially Compiled' please enter the details below

Non Compliance with policies for ensuring a safe physical and emotional environment for Students

Please record the part(s) of any policies that have not been compiled with during the 2015 School Year.

Policy Name	Part(s) of Policy	Reason	Remedy

5.3 Complaints and Challenges received under the Independent Review Process

Comments Please indicate if you have any comments or suggestions regarding the framework or research by the Sennar in the 2015 School Year.

Decolonisation	Colonialism	Modem, no Communism	Colonialism	Decolonisation
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓

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Challenges identified under the Independent Review Process
Leases in 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.

- 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 complaints.

Quarter	Complainant	Nature of Challenge	Resolution		Status
			Initial Response	Final Resolution	
Q1	John Doe	Challenge to zoning regulations	Pending review	Approved with conditions	Open
Q1	Jane Smith	Challenge to building permit	Under investigation	Rejected	Closed
Q2	John Doe	Challenge to zoning regulations	Pending review	Approved with conditions	Open
Q2	Jane Smith	Challenge to building permit	Under investigation	Rejected	Closed
Q3	John Doe	Challenge to zoning regulations	Pending review	Approved with conditions	Open
Q3	Jane Smith	Challenge to building permit	Under investigation	Rejected	Closed
Q4	John Doe	Challenge to zoning regulations	Pending review	Approved with conditions	Open
Q4	Jane Smith	Challenge to building permit	Under investigation	Rejected	Closed

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G.1 Risks Register

A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.
The probability of a risk may range between 0 and 100%, but it can be either 0% or 100%. Risks are usually written in the future tense:
Hence, the events 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 minimised, or can be transferred to other party.

Assess Risk						
Nbr	Date Raised	Risk Type	Risk Description	Risk Owner	Risk Status	Comments
1	Feb-15	Select from the drop down menu	Describe the risk in 1-2 sentences	Select from the drop down menu	Open	Changes already in place within the organisation What are you doing currently to manage the risk? We use our networks to promote our kura, advertise widely and frequently.
2		Capability/Capacity	Our ability to attract appropriate teaching staff	Sponsor		
3						
4						
5						

Evaluate Risk						
Nbr	Date Raised	Mitigation (Actions required)	What further decision/s leave required to manage the risk?	Risk Rating	Date of Review	Comments and Updates
1	Feb-15	Select from the drop down menu (identifications in the menu)	Select from the drop down menu (identifications in the menu)	Medium (50-50% chance of occurrence in next 12 months)	End of year	Is support from the Ministry of Education required to assist you to manage the risk? Please be specific. Continued support of mitigate negative impact on students, especially, financial, ventilation or confidence.

Monitor Risk						
Nbr	Date Raised	Risk Rating	Date of Review	Comments	Support from the Ministry	
1	Feb-15	Medium (50-50% chance of occurrence in next 12 months)	End of year	Is support from the Ministry of Education required to assist you to manage the risk? Please be specific. Continued support of mitigate negative impact on students, especially, financial, ventilation or confidence.		

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.

Nbr	Identifying the Issue		Analysing the Issue		Evaluating the Issue		Support from the Ministry		
	Risk No.	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 Rating Select from the drop down menu	Comments and Updates Provide information on the management of the issue as required.	Activity History and Resolution What further action(s) is/are required to manage the risk?	Date of Review
1	May-15	Reputational	Continued biased media attention	Sponsor	Open	High	We have chosen to keep a low profile where possible while still addressing the reports where appropriate. We also use our local media where possible to present a fairer view of our operation.	Throughout 2015 we have been subject to reports on our operation in the media. These have been one sided and biased against us in their presentation.	End of year.
2									
3									
4									
5									