



Partnership Schools | Kura Hourua

2015 Annual Report

Te Kura Maori o Waatea

01 January to 31 December 2015

Submitted by: Manukau Urban Māori Authority

1. General information about your School

School Vision	A kura where children are highly valued and educated in an inclusive environment with the collaborative support and effort from parents, whānau, staff and community. The kura will be grounded in kaupapa Maori principles, incorporating Waldorf education practices where they align and add to educational outcomes and achievements. Every child will be nurtured and encouraged to develop a lifelong love of learning that is essential for acquiring the skills and content knowledge necessary to succeed at higher education.
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Basic Information about the School	
School Name	Te Kura Maori o Waatea
Sponsor Name	Manukau Urban Māori Authority
School Number	716
Current Year Levels	Years 1-4
All Year Levels (If different from above)	Years 1-8
Select School Type	Co-educational Contributing Primary (Years 1 - 8)
2015 Guaranteed Minimum Roll	60
Maximum Roll	200
Current Enrolment Count (end of School Year)	50
School Physical Address	31 Calthorpe Close, Mangere, Auckland
School Postal Address	PO Box 23-398, Hunters Corner, Auckland
Website Address	www.waatea.school.nz
Name of Key Contact	Wyn Osborne
Key Contact Phone Number	[REDACTED]
Key Contact Email Address	wyna@muma.co.nz
Name of School Leader/person responsible for teaching and learning	Tanla Rangiheuea
School Leader/Principal Phone Number	(09) 275 8261
School Leader/Principal Email Address	[REDACTED]

School Terms			
<i>Schedule 1 of your agreement and enter the dates as listed</i>			
Terms	Start Term Dates (dd/mm/yyyy)	End Term Dates (dd/mm/yyyy)	Half Days per Term
Term 1	2/02/2015	2/04/2015	86
Term 2	20/04/2015	3/07/2015	106
Term 3	20/07/2015	25/09/2015	100
Term 4	12/10/2015	18/12/2015	98
Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day, enter in half days			2
Total			388

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	82
Quarter 2	1/04/2015	30/06/2015	104
Quarter 3	1/07/2015	30/09/2015	106
Quarter 4	1/10/2015	31/12/2015	98
Additional days to remove from calculation that is not weekend or holidays, i.e. Teacher only day			2
Total			388

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.

In 2015, there were three key changes to our organisational structure. First we replaced our academic lead after consulting with our Governance Facilitator, following an unsatisfactory review of her performance. The transition of leadership in the first quarter, though relatively smooth, emphasised the need for us to improve our recruitment process through more stringent screening of applicants. We learned that a highly qualified teacher who performs well in interviews does not necessarily make for an effective leader irrespective of their high level of curriculum knowledge. Equally important is their ability to lead well. As a result of this event, we now have greater clarity regarding the essential skills set of our academic lead. Throughout the change management process, we ensured that our teaching staff were properly supported and evidence of this was noted by the ERO reviewers in our New School Assurance Report (December 2015) who stated that, "The principal and teachers at Te Kura Māori o Waatea have made very good progress in building a culture of teaching and learning that reflects their sponsor's vision."

The second key change was the extension of the role of the Tumuaki. With assistance of the senior teacher in the second quarter, the Tumuaki took on the role of academic leader. By the third quarter, the staff were working well and evidence of effective leadership was not only demonstrated by the overall improvement in student achievement, but also by the ERO reviewers who stated that the "Tumuaki was providing "... effective school leadership and is actively seeking models of good practice to incorporate into teaching and learning practice."

The third key change was the addition of two more members on our Kura Board, i.e. Barbara Alalatoa, principal of Sylvia Park School and Chair of the New Zealand Education Council and Stephanie Tawha, principal of Mangere Bridge School. They have greatly enhanced the confidence and effectiveness of the Board and their support has extended to include mentorship for our Tumuaki and professional development opportunities for our teaching staff through inter-school visits.

MUMA Head office continues to administer all the income and expenditure of the Kura. This enables timely and regular oversight of how the bank accounts are operated. The relationship between the Sponsor and the Kura Governance Board continues to function well. It has met monthly during the year and received performance reports from the Tumuaki and financial reports from the Sponsor's executive representative.

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.

The first year of schooling has been one of rapid growth and development for the Kura. As Sponsor, MUMA has been appreciative of the hard work the staff have invested in getting the Kura open and operating. There was a broad range of challenges that came up throughout the year and the staff responded with commitment and perseverance to every single one. MUMA acknowledges the role the Tumuaki has played in maintaining the leadership and developing the vision for the Kura during this formative year.

The curriculum has required significant work to implement. This was always expected to be a challenge and MUMA is pleased with the progress that has been made. MUMA has full confidence in the Tumuaki's ability to continue to develop the curriculum and recruit the teaching staff required to implement.

The year has also been about developing and implementing assessment frameworks. MUMA has observed steady improvement in the assessment methodology and reporting over the year. As Sponsor, MUMA is keen to see the improvement in the achievements of the tamariki the Kura can achieve. MUMA believes that the Kura has real potential to achieve consistently strong learning outcomes.

Over the year the governance has strengthened as a result of the challenges that have presented and as the Board has developed a solid understanding of the peculiarities of governing a Partnership School. The addition of two principals to the Board has helped shape the focus on educational achievements.

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.

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. The Waatea ECC has proven effective as a source of enrolments and the launch of the new ECC building will strengthen this for 2016 and beyond.

As Sponsor, MUMA is looking forward to the Kura maintaining its developments and improvements over the coming year and is confident that the learning achievements will start to be reflected in the assessments.

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
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	Met	Met	Met
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	Met	Met	Met	Met
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	Met	Met	Met	Met
16.1(d)	the Sponsor does not exceed the Maximum Roll;	Met	Met	Met	Met
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	Met	Met	Met	Met
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	Met	Met	Met	Not Met
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	Met	Met	Met	Met
16.1(h)	the Sponsor complies with the legislative requirements in relation to standing down, suspending, excluding or expelling;	Met	Met	Met	Met
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	Met	Met	Met	Met
16.1(j)	any transport required is provided as described in Schedule 3;	Not Applicable	Not Applicable	Not Applicable	Not Applicable
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	Met	Met	Met	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	Met	Met	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	Met	Met	Met
16.1(n)	the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement;	Met	Met	Met	Met
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	Met	Met	Met	Met
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	Met	Met	Met	Met
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	Met	Met	Met	Met
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	Not Applicable	Not Applicable	Not Applicable	Not Applicable
16.1(s)	the Sponsor provides audited accounts as required by clause 18.5 of this Agreement;	Not Applicable	Not Applicable	Not Applicable	Not Applicable
16.1(t)	the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2	Not Met	Not Met	Not Met	Met

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 remedial or mitigation for this.			
Clause	Requirement	Reason	Remedy
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	<p>Quarter 1: The time required to complete our first report was underestimated. i.e. carry out assessments and report on them during the initial start up period of the Kura. manner so that it is readily available for assessment and teaching purposes.</p>	<p>Quarter 1: Data provided for this report is relevant for the subsequent quarterly reports. We have changed our reporting process to begin earlier and data for the report will be collected in an on-going manner so that it is readily available for assessment and teaching purposes.</p>
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	<p>Quarter 2: Our Kura is the only Charter school that uses Assembly SMS. We experienced some start up issues with Assembly as one would expect for a new school, e.g. getting all staff trained and modifying the system to meet our specific needs. Assembly was not set up to provide for Charter school reporting on a quarterly basis which caused confusion amongst our teachers and resulted in delays in our reporting. We also underestimated the time and effort required to meet the quarterly, mid and end of year reporting deadlines. Compared to mainstream schools, the reporting requirements for Charter schools are more than double. It would be fair to say that our teachers and children were 'assessment fatigued.'</p>	<p>Quarter 2: We held two PD sessions for our teachers and administrators with SMS staff to ensure that they are confident users of Assembly. We have received excellent support from Assembly staff and have a very good relationship with the regional facilitator for our area, i.e. Kim Hetherington. Teachers will be provided with more release time to complete their assessments, data analysis and moderation to ensure that our reporting is on time and robust.</p>
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	<p>Quarter 3: This Q3 report was delivered late – the reporting deadline coincided with preparations for our fourth ERO visit and Assurance reporting.</p>	<p>Quarter 3: We have now established a systems approach to reporting and increased the level of support to teachers and management so that reporting is on time and robust. Also now that we have been through a year of assessment and reporting, we understand the amount of work involved and expectations of the Ministry. Our aim for 2016 is to be more efficient and on time in our reporting.</p>
16.1(t)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;		<p>Quarter 4: The hours of the Kura were changed to accommodate the late arriving students. The required teaching hours were maintained. How this is managed has been reviewed and we can confirm we now meet the contracted opening and closing times and the required teaching hours.</p>

Teaching Positions

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

Number of teachers that hold registration (reporting year)

		Actual	Contract	Comments
Number of teachers that hold a Limited Authority to Teach (reporting year)				2.0 Two of our fulltime teachers were fully registered. One taught the years one, and two students, and the other taught years three and four. Our third teacher (new entrants) is currently subject to confirmation having previously held full registration status but deferred it for two years [REDACTED]. She is currently seeking full registration and expects to meet those requirements by mid 2016. We have supervision in place for her to achieve full registration. S 9(2)(a) OIA
Number of non-registered teachers (2015)				
Total number teaching staff (registered, LAT and non-registered)				
Percentage of teachers that hold registration and/or LAT (2015)				

4.1 Objectives from your Agreement

<p>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:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>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.</p>
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Objective 1: To provide a kura where children are highly valued and educated in an inclusive and safe environment with the collaborative support and effort from parents, whanau, staff and community		Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goal(s)	All teaching positions are fully qualified		Met	Met	Progressing Towards	Progressing Towards
To implement Whanau Ora support for whanau	Whanau Ora Kaiarahi attached to Kura		Met	Met	Met	Met
Comment for 2015 School Year		At the start of 2015 we had four fully registered teachers. In term two one of our teachers moved to the South Island and we then employed a fulltime learning assistant and a new entrants teacher who was provisionally registered (subject to confirmation) which brought our teaching staff to a total of four. We also employed a part time art assistant. Although our target number of fully registered and LAT certified teachers (50%) was slightly below the contracted target level of 55%, we feel that the quality of teaching overall was as the ERO reviewers noted in our New School Assurance report, "The curriculum has an appropriate focus on building literacy and numeracy skills in a Maori context as well as building the use of te reo Maori. Our curriculum is underpinned by the same core principles of kaupapa Maori that are expressed in Te Marautanga o Aotearoa. Two of our teachers are fully registered and one teacher's registration is subject to confirmation. That teacher's application for full registration is subject to confirmation and we expect that to be granted by the close of this month. Twenty eight of our 33 whanau are currently registered with MUMA Whanau Ora. The support they received included the provision of housing, budgeting services, school uniforms, household furniture and equipment, food parcels, clothing and footwear, employment and training, social service advocacy etc. The support that our kura whanau received means that their ability to engage in their children's learning was greatly improved.				
Focus for 2016 School Year		Goal 1: To employ high quality, fully qualified teaching staff. By the end of this year all of our teaching staff will be fully registered and appropriately certified. This goal is expected to be achieved in June 2016 when our provisionally registered teacher will regain full registration. We have refined our recruitment and appointment process and are confident that we will have appropriately qualified staff who are able to demonstrate excellent teaching practice.				
		Goal 2: To address the evidence from the Wellbeing survey to improve our engagement with whanau				
		Goal 3: To support our Whanau Ora navigator to roll out own Mutuakaora unit.				

Objective 2: To provide an education within a bilingual setting in support of the revitalisation of te reo Māori		Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goal(s)						
<i>To employ staff that are bi-lingual</i>	All teaching staff are bilingual		Met	Met	Met	Met
<i>Te reo use will be woven throughout all teaching activities</i>	Waiata will be actively taught and practiced		Met	Met	Met	Met
<i>Comment for 2015 School Year</i>	Teacher greetings and instructions will be in te reo		Met	Met	Met	Met
<p>As an English medium bilingual kura, our approach to teaching te reo Māori is by naturally integrating it across our curriculum areas. Instructions are given in English and Māori; children learn waiata and karakia and practice them daily, te reo Māori is the primary language used in the playground and we have a 30 minute dedicated lesson each day in te reo Māori. Six of the seven staff members are competent speakers of te reo Māori and the one staff member attends weekly te reo Māori course on the marae to raise her proficiency.</p> <p>Te Reo Māori is a core component of our curriculum and our teaching practice and professional development of staff is supported by Nga Whare Waatea marae staff some of whom are the leading Te Reo Māori experts in the country, e.g. Scotty Morrison, Dave Kaire, Kingi Taurua. Dave Kaire is also a registered teacher and he runs our weekly Te Reo Māori class for teachers, marae staff and kura whanau. Scotty translated our financial literacy teaching material and Kingi Taurua supported the Kura as a kaumatua. We were extremely fortunate to have expert support to help with our te reo Māori programme.</p>						
<i>Focus for 2016 School Year</i>	Our te reo Māori goal is to improve our ability to assess the capability of our student's te reo Māori skills. We will develop a school wide te reo Māori assessment programme. Teachers will have PD sessions with a Resource Teacher of Māori (Hiro Grace) who will support them with monitoring throughout the year.					

Objective 3: To incorporate Waldorf education practices where they align with kaupappa Māori principles and add to the educational outcomes and achievements of the kura.		Quarter 1	Quarter 2	Quarter 3	Quarter 4				
Goal(s)	Measures								
<i>Connections will be made with Steiner teachers and knowledge experts</i>	Interactions will occur on a regular basis with Steiner teachers and knowledge experts	Met	Met	Met	Progressing Towards Met				
<i>Compatible curriculum components will be adopted</i>	Curriculum components that resonate with Steiner principles will be identified	Met	Met	Met	Met				
<i>Whānau Engagement</i>	Regular meetings with whānau; whānau are fully engaged	Met	Met	Met	Met				
<i>Safe transition into classroom by students</i>	Students understand the transition from outside environment to classroom learning space	Met	Met	Met	Met				
<i>Creative Learning programme is established</i>	Art and music classes are in place	Met	Met	Met	Met				
<i>Every child feels valued</i>	Child participates willingly in all classroom activities and is fully accepted by peers. Student IEP's highlight and build upon student strengths and interests.	Met	Met	Met	Met				
Comment for 2015 School Year		Staff have had exchange visits to Michael Park School (class observations) during term two and three and in term four we strengthened our transition into school programme from ECE with a particular focus on relevant Steiner pedagogical activities.							
Aspects of our curriculum that resonant with certain Steiner principles include but are not limited to, our transition in to school programme (getting ready to learn), art classes (use of natural materials for learning, building inquiring minds through art); inquiry learning (student lead learning); families involved in their child's learning (whānau engagement policy).									
Involving parents in their child's learning is a key Steiner philosophy which aligns with our expectation of whānau supported learning at our Kura. Our whānau engagement is through monthly whānau hui, regular newsletters and notices sent out to inform whānau regarding kura activities, fulltime Whānau Ora navigator attached to the kura who visits to home, Kura website, teacher meetings with whānau, open door policy to Whānau.									
As our Kura is situated on a marae and our classes conducted inside the two wharenui, the children have been taught from the outset the importance of respecting the marae. They understand the transition from marae ateia and outside environment into the classroom and the respective tikanga (customs) of both spaces. We have a strong creative learning dimension in our curriculum. Students have weekly art classes, and daily musical learning through waiata and kapa haka.									
Kura values are embedded in our learning programmes and teaching practices. Principles such as rangatiratanga (role modelling), manaakitanga (caring for...) etc. are taught to the children so that they learn respect for themselves and others. Our teachers use diagnostic tools and information to understand each child's strengths and needs and strategies so that they can achieve their goals. Student IEPs reflect that process of targetting teaching and learning.									
Focus for 2016 School Year		Our focus for this year is on strengthening our links with Steiner teachers. The Tūmuaki will meet with the principal of Michael Park Steiner School to set up exchange visits with our teachers. One Steiner practice that wholly aligns with kaupapa Māori is for the teacher to greet each child before they enter the classroom and begin their learning day. By doing so, teachers are able to learn how each child is feeling and their needs e.g. some might be anxious about something that might have happened earlier that morning, they might not have had breakfast or be wearing inadequate clothing etc. Teachers can very quickly identify and address any problems before the child enters the classroom. Our teachers will ensure that this practice is embedded in our kura culture.							

Objective 4: To ensure that our students attain high levels of achievement in literacy and numeracy, and across all nine core Te Marautanga o Aotearoa learning areas and in accordance with National Standards						
Goal(s)	Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
To implement a curriculum that supports high levels of literacy and numeracy achievement	The curriculum receives on-going evaluation and improvement	Met	Met	Met	Met	
The teaching staff are confident at, and able to, teach the curriculum	Suitably skilled and experienced teaching staff are employed	Met	Met	Met	Met	
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessment is completed in first semester	Met	Met	Met	Met	
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessments occur regularly for new tamariki	Met	Met	Met	Met	
Priority learners are identified and adequately provided for class and school wide learning programmes	Assessments are moderated and confirmed, priority learners identified, strategies for meeting the needs of priority learners	Progressing Towards	Met	Met	Met	
Focus for 2015 School Year (as stated in 2014 Annual Report)		-	Met	Met	Met	
Comment for 2015 School Year	We have self review, appraisal and moderation processes in place to enable our BOT, teachers and management to continuously reflect on their practice. Our teachers have a weekly meeting to evaluate their praxis and student progress; they discuss school wide evaluation results and use the results to drive student achievement.					
	Teachers receive regular professional development to enhance their teaching skills. Every Monday afternoon they participate in a two hourly PD session, are rostered to lead and participate in discussions on an assigned professional reading and have external PD that is aligned to their respective teaching needs and the needs of their students.					
	To meet our reporting requirements, we conducted assessments in each term. With the exception of writing which was assessed at the beginning of the year and again at the end of the year, maths and reading were assessed each term. The assessment tools that we use are:- Gloss for year 4 students, JAM for new years 1-3, PM Benchmark for reading (years 1-4) and E-asle for writing (years 1-4). With National Standards and our contracted student achievement targets in mind, teachers consider each child's ability and potential to set realistic performance targets in each term. These goals are reviewed each term during our team moderation process.					
	We are confident about the ability of our teachers and kura leader to assess, analyse and report on student achievement. Our moderation cycle ensures that we are continuously evaluating our teaching strategies so that priority learners are appropriately supported. Teachers know who the priority students are and employ strategies that are evidence based. Priority learners are tracked using individual education plans.					
Focus for 2016 School Year	We set up our self review, appraisal and moderation processes well in advance of the 2016 start date. Our focus is to:- (1) ensure that these processes are continuously reviewed and are executed on time; (2) to continue building a culture of learning so that each child understands and is working towards their achievement targets; (3) In respect of our priority learners, we intend to develop our own Mutukaaroa unit. We applied to have ours funded by the Ministry last year, however we were advised that funding for the Mutukaaroa programme has been put on hold. So we will develop our own with the assistance of our Whanau Ora navigator and we will use the learnings from those who have Mutukaaroa units (e.g. Sylvia Park school) to inform our development. We have set ourselves a goal of six months to have this in place.					

4.2 Student Achievement Summary

Academic Successes

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

We designed our curriculum and teaching plans so that students can reach their full potential. Our self review, moderation and appraisal systems are directly aligned to student achievement goals and targets. Teachers regularly review their classroom management skills to more efficiently use their time to maximise student learning. We have a weekly peer review process that reviews classroom management arrangements and teachers are encouraged and expected to discuss issues such as student behaviour, attendance, resource needs, and most importantly student engagement. We try to stay on target in respect of maximising the amount of actual time that our students are engaged in learning compared to instructional time. Our students are taught Kura values (rangatiratanga, manaakitanga, wairuatanga, etc) which underpin our expectation that they follow the teacher's instructions and observe classroom procedures. We expect our teachers to be classroom ready and prepared, that they limit interruptions during class time, that they walk around and monitor students to ensure that they stay on track. Teachers also model procedures for doing in class tasks which are practised by students so that a level of efficiency is acquired and more time is created for engaging in learning. Our main goal is to increase the time that our students are engaged and working. We know that the more time that they spend practicing their learning, there is a greater chance that they will achieve academic success. Our main purpose at our Kura is to raise student achievement so that every student succeeds. School activities and all scaffolding support, e.e Whanau Ora are harnessed to achieve this outcome. This necessarily means that those activities and solutions are specifically aligned to planned student achievement goals. Teachers, managers, Sponsors and BOT are united and strongly committed philosophically and practically to this goal. It is the key driver for our management, governance and academic tasks.

Areas of particular strength

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

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.

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.

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

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

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

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

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

Part A - Achievement compared to contracted Performance Standards

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

% At or Above	2015 Results		
	Reading	Writing	Maths
All students	15.2%	27.3%	30.3%
Māori	15.6%	25.0%	28.1%
Pacific	0.0%	100.0%	100.0%
All other ethnicities			
Male	5.6%	61.1%	44.4%
Female	11.8%	64.7%	64.7%
After 40 Weeks	25.0%	25.0%	25.0%
After 80 Weeks	20.0%	20.0%	60.0%
End of Year 3	0.0%	30.0%	10.0%
End of Year 4	14.3%	50.0%	37.5%
End of Year 5			
End of Year 6			
End of Year 7			
End of Year 8			

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

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

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

% At or Above	Mid Year Reporting		
	Reading	Writing	Maths
All students	15.2%	27.3%	30.3%
Māori	15.6%	25.0%	28.1%
Pacific	0.0%	100.0%	100.0%
All other ethnicities			
Male	16.7%	22.2%	33.3%
Female	13.3%	33.3%	26.7%
After 40 Weeks	0.0%	20.0%	0.0%
After 80 Weeks	50.0%	50.0%	100.0%
End of Year 3	20.0%	20.0%	40.0%
End of Year 4	16.7%	20.0%	40.0%
End of Year 5			
End of Year 6			
End of Year 7			
End of Year 8			

End of Year Actual		
Reading	Writing	Maths
15.2%	27.3%	30.3%
15.6%	25.0%	28.1%
0.0%	100.0%	100.0%
5.6%	61.1%	44.4%
11.8%	64.7%	64.7%
25.0%	25.0%	25.0%
20.0%	20.0%	60.0%
0.0%	30.0%	10.0%
14.3%	50.0%	37.5%

Mid Year - Actual Variance		
Reading	Writing	Maths
0.0%	0.0%	0.0%
0.0%	0.0%	0.0%
0.0%	0.0%	0.0%
-11.1%	38.9%	11.1%
-1.5%	31.4%	38.0%
25.0%	5.0%	25.0%
-30.0%	-30.0%	-40.0%
-20.0%	10.0%	-30.0%
-2.4%	30.0%	-2.5%

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

S 9(2)(a) OIA

Reading	Well below	Below	At	Above	Total
All students	12	16	2	3	33
Māori					
Pacific					
All other ethnicities	0	0	0	0	0
Male	6	9	2	1	18
Female	6	7	0	2	15
After 40 Weeks					
After 80 Weeks					
End of Year 3					
End of Year 4	3	2	0	1	6
End of Year 5	N/A	N/A	N/A	N/A	0
End of Year 6	N/A	N/A	N/A	N/A	0
End of Year 7	N/A	N/A	N/A	N/A	0
End of Year 8	N/A	N/A	N/A	N/A	0

Well below	Below	At	Above	Total	% At or Above
36%	48%	6%	9%	100%	15%
33%	50%	11%	6%	100%	17%
40%	47%	0%	13%	100%	13%
50%	33%	0%	17%	100%	17%

S 9(2)(a) OIA

s 9(2)(a) OIA

Writing	Well below	Below	At	Above	Total		Well below	Below	At	Above	Total	% At or Above
All students	17	7	5	4	33		52%	21%	15%	12%	100%	27%
Māori												
Pacific												
All other ethnicities												
Male	10	4	3	1	18		56%	22%	17%	6%	100%	22%
Female	7	3	2	3	15		47%	20%	13%	20%	100%	33%
After 40 Weeks												
After 80 Weeks												
End of Year 3												
End of Year 4												
End of Year 5	N/A	N/A	N/A	N/A	0							
End of Year 6	N/A	N/A	N/A	N/A	0	s 9(2)(a) OIA						
End of Year 7	N/A	N/A	N/A	N/A	0							
End of Year 8	N/A	N/A	N/A	N/A	0							
Maths	Well below	Below	At	Above	Total	s 9(2)(a) OIA	Well below	Below	At	Above	Total	% At or Above
All students	4	19	7	3	33	s 9(2)(a) OIA	12%	58%	21%	9%	100%	30%
Māori												
Pacific												
All other ethnicities												
Male	0	12	5	1	18		0%	67%	28%	6%	100%	33%
Female	4	7	2	2	15	s 9(2)(a) OIA	27%	47%	13%	13%	100%	27%
After 40 Weeks												
After 80 Weeks												
End of Year 3												
End of Year 4												
End of Year 5	N/A	N/A	N/A	N/A	0							
End of Year 6	N/A	N/A	N/A	N/A	0							
End of Year 7	N/A	N/A	N/A	N/A	0							
End of Year 8	N/A	N/A	N/A	N/A	0							

Part D - End of Year Student Achievement Results												
Reading	Well below	Below	At	Above	Total		Well below	Below	At	Above	Total	% At or Above
All students	12	16	2	3	33		36%	48%	6%	9%	100%	15%
Māori												
Pacific												
All other ethnicities												
Male	9	8	0	1	18		50%	44%	0%	6%	100%	6%
Female	4	11	0	2	17	s 9(2)(a) OIA	24%	65%	0%	12%	100%	12%
After 40 Weeks												
After 80 Weeks												
End of Year 3												
End of Year 4	4	4	0	0	8		50%	50%	0%	0%	100%	0%
End of Year 5	N/A	N/A	N/A	N/A	0							
End of Year 6	N/A	N/A	N/A	N/A	0							
End of Year 7	N/A	N/A	N/A	N/A	0							
End of Year 8	N/A	N/A	N/A	N/A	0							
Writing	Well below	Below	At	Above	Total		Well below	Below	At	Above	Total	% At or Above
All students	17	7	5	4	33		52%	21%	15%	12%	100%	27%
Māori												
Pacific												
All other ethnicities												
Male	3	4	10	1	18		17%	22%	58%	6%	100%	61%
Female	3	3	9	2	17	s 9(2)(a) OIA	18%	18%	53%	12%	100%	65%
After 40 Weeks												
After 80 Weeks												
End of Year 3	4	3	3	0	10		40%	30%	30%	0%	100%	30%
End of Year 4	2	2	3	1	8		25%	26%	38%	13%	100%	50%
End of Year 5	N/A	N/A	N/A	N/A	0							
End of Year 6	N/A	N/A	N/A	N/A	0							
End of Year 7	N/A	N/A	N/A	N/A	0							
End of Year 8	N/A	N/A	N/A	N/A	0							
Maths	Well below	Below	At	Above	Total		Well below	Below	At	Above	Total	% At or Above
All students	4	19	7	3	33		12%	58%	21%	9%	100%	30%
Māori												
Pacific												
All other ethnicities												
Male	1	9	7	1	18		6%	50%	39%	6%	100%	44%
Female	1	5	10	1	17	s 9(2)(a) OIA	6%	29%	59%	6%	100%	65%
After 40 Weeks												
After 80 Weeks												
End of Year 3	2	7	1	0	10		20%	70%	10%	0%	100%	10%
End of Year 4	0	5	3	0	8		0%	63%	38%	0%	100%	38%
End of Year 5	N/A	N/A	N/A	N/A	0							
End of Year 6	N/A	N/A	N/A	N/A	0							
End of Year 7	N/A	N/A	N/A	N/A	0							
End of Year 8	N/A	N/A	N/A	N/A	0							

4.3 Student engagement**Unjustified Absences (Schools with students year 1-6)**

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

Metric: Measured through attendance data provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of Students	38	37	50	50	
Number of days the school is open	40	52	54	48	
Performance Standard: 0.01 x by the number of Students multiplied by the number of days the School is open	15.20	19.24	27.00	24.00	85.44
Actual Unjustified Absences (Full Days)	20	30	30	35	115
Percentage of Performance Standard	131.58%	155.93%	111.11%	145.83%	134.60%
Comment for 2015 School Year	Last year we started a reward system for children who attended every day at the end of each term. Our Whanau Ora navigator followed up on chronic absences and lateness and families were referred to our Whanau Ora programme to enable them to engage more effectively in the child/ren's learning. The high number of absences was incurred by a small number of children who were regularly absent or late.				
Focus for 2016 School Year	Our aim is to reduce the high number of absences by monitoring the unjustified absences on the second continuous day. Parents will be contacted and a follow up visit on the third day will be made by our kura Whanau Ora navigator. We will positively message the value and necessity of attending school each day to students and parents. We will prioritise regular attendance throughout the school year and our notices to parents will reinforce our attendance policy. We have set targets for non attendance, i.e. less than 15% each term this year.				

Stand downs (Schools with students year 1 - 6)

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

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0		
Number of Students End of Quarter	38	37	50	50	
Actual Standowns - Number of Days	0	4	0	0	4
Actual Standowns - Number of Students	0	1	0	0	1
Comment for 2015 School Year	With the advice of the Board and Ministry, we stood down one student in the second quarter for unacceptable risky behaviour to himself and others.				
Comment for 2015 School Year	Our aim is to have no stand downs in 2016. We will attempt to do this by informing our parents about the stand down process and our behaviour policy. We will also reinforce our Kura values in term one with good behaviour modelling by our staff.				

Suspensions (Schools with students year 1 - 6)

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

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0		
Number of Students End of Quarter	38	37	50	50	
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 did not suspend any students in 2015.				
Focus for 2016 School Year	To have no student suspensions in 2016. We intend to achieve this goal by focussing on our kura values which we will continue to entrench across all learning areas in our school throughout the year. At the beginning of the year, teachers will get to know each student, their strengths and weakness,				

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

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

Metric: Measured through information provided to the Ministry.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Performance Standard			0		
Number of Students End of Quarter	38	37	50	50	175
Actual Exclusions - Number of Students	0	0	0	0	0
Comment for 2015 School Year	There were no exclusions in 2015.				
Focus for 2016 School Year	We aim to have no exclusions in 2016. We will be focussing on Kura values and culture in term one and will be entrenching acceptable behaviour in and out of the classroom. Teachers and staff will model acceptable behaviour all times and will appropriately reward good behaviour by students.				

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	Each child in Year 5 will confidently and positively complete the Wellbeing Survey
Summary of results from 2015 Students Survey	As we had no year five students, no student survey was carried out.
Proposed Performance Standard and focus for 2016 School Year	We will use the Student Wellbeing survey in our self review process and ensure that each of our year five students understands and is able to positively respond to all of the survey questions.

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%	171,885	314,941	249,342	247,736	983,904
Expenditure		123,087	318,805	224,037	273,850	939,579
Surplus less Deficit		48,798	-3,664	25,305	-26,114	44,325
Percentage		28.4%	-1.2%	10.1%	-10.5%	26.8%
Comment for 2015 School Year	The expenditure for the Kura has settled over the year. While the last quarter's result is a deficit this is as a result of one-off items and annual expenditure adjustments.					
Focus for 2016 School Year	We expect to report a surplus for the first quarter of 2016 and to maintain a more consistent result across the quarters now that establishment activity has ceased.					

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	394,788	519,882	539,316	155,457	402,361
Current Liabilities		98,139	127,848	121,977	64,232	103,049
Working Capital		296,649	392,034	417,339	91,225	299,312
Ratio		4.02	4.07	4.42	2.42	3.73
Comment for 2015 School Year	The financial performance of the Kura has started to settle down over the year. We note that the Working Capital Ratio calculation has changed for the final quarter. We calculate a positive current ratio of 2.4:1.					
Focus for 2016 School Year	Focus for 2016 is to maintain expenditure within close variances to budget and strengthen capital position by operating at the upper contracted limit of the profitability range (2-5%).					

Debt Equity Ratio

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

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Average
Current Equity	0.5:1	296,649	392,034	417,339	91,225	299,312
Current Liabilities		98,139	127,848	121,977	64,232	103,049
Debt Equity		198,510	264,186	295,362	26,993	196,263
Ratio		0.33	0.33	0.29	0.70	0.34
Comment for 2015 School Year	The debt to equity ratio has increased over the year as a result of expending the establishment funds. No debt financing was required.					
Focus for 2016 School Year	We expect the debt to equity ratio to remain stable over 2016. There is no plans to raise any debt financing. The Sponsor is intending to invest in any buildings required for the Kura. The Kura will lease the buildings it tenants.					

Operating Cash

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

Metric: Measured through information provided to the Ministry.

Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Operating Cash per Forecast	Positive Cash Flow Forecast = Actual	10,000	15,000	20,000	15,000	60,000
Operating Cash End of Quarter		387,895	332,030	267,335	57,687	1,044,947
		377,895	317,030	247,335	42,687	984,947
Comment for 2015 School Year	We report cash position rather than cash contributed from operations. This makes the Total figures meaningless. The Kura has generated a small surplus for the year. However, establishment costs have continued throughout the year and establishment funds held drawn down as this expenditure occurred. This has caused a reduction in the cash position over the year.					
Focus for 2016 School Year						

Certification

I certify that this School is solvent and

4.5 Enrolments and Targeting Priority Learners

Enrolment Variance		The Guaranteed Minimum Roll is used for the purpose of calculating certain payments during the first three years of this Agreement. The Enrolment Variance measures the difference between the School's GMR and the Actual number of Students enrolled at the School.					
Metric: Measured through information provided to the Ministry.							
Measure	Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Avg	
Guaranteed Minimum Roll	60	38	37	50	50	44	
Comment for 2015 School Year							
With only our months to set up the kura, i.e. October 2014 – Jan 2015 we had limited time to recruit new students and as a result our starting roll was slightly less than a third of our minimum roll of 60. We believe however that the minimum roll for 2015 was set at a reasonable level. We made reasonable progress during this year to recruit new students and by the end of the final two quarters had 50 students respectively and by the close of the year, we had lost 16 students in total. All of these students had transferred to other schools. We face considerable pressure on our roll given that a high proportion of our target group experience high mobility. Most of our families are Maori on low incomes who live in rental accommodation and on average move at least twice each year. We are experiencing a clear trend by Maori in our catchment areas of Mangere, Otahuhu, Papatoetoa shifting further south to suburbs like Manurewa, Papakura, Pukekohe and Huntly. They are under significant pressure from a 'hot' real estate market to move away from our area where the average weekly rent for a three bedroom home is \$100-500.							
Focus for 2016 School Year							
We made a significant effort to recruit new students particularly during the month of January. Our roll is currently at our minimum roll of 80. We have approximately 14 students who will transfer during the course of this year from our ECE. Our aim is to retain as many of our whanau by keeping them engaged in our kura activities. Seven of our whanau moved from Mangere to Manurewa last year and despite the financial hardship and transportation issues, they are determined to keep our children at our kura. This is very encouraging as it emphasises the value of whanau engagement and is a recognition of our commitment to raise the achievement level of our children. Our focus is to grow our numbers this year by being an effective school.							

School Enrolments and Leavers		Please enter 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 2015, 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			
1	14	0	2	9	3	5	4		
2	8	0	0	2	1	3	6		
3	9	0	1	0	4	1	12		
4	7	0	0	0	3	2	8		
5				0	0	0	10		
6							8		
7									
8									
		38	0	3	4	18	44		
Enrolments End of Quarter		38	37	50	50				
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 J45 will turn red and record the variance between the figures.	
Unknown: The Sponsor was not able to collect detail about Student's 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	19
Unknown	0
Another School	19
Employment	0
Further Training	0
University	0
NEETS	0
Total	19
All students	19
Unknown	0
Another School	19
Employment	0
Further Training	0
University	0
NEETS	0
Total	19

Geographical Location of Enrolled Students		
Please enter the geographical locations or where your Students are coming from. The total number of Students in cell EFG94 should equal EFT2, cell G94 will turn red and record the variance between the figures.		
Total Enrolments 2015 School Year		
69		
Geographical Locations		
Location	Number	Percentage
Favona	8	12%
Margere	17	25%
Margere Bridge	9	13%
Margere East	15	22%
Manurewa	1	1%
Otahuhu	1	1%
Papatoeto	12	17%
Wiri	1	1%
	64	93%

Geographical Location of Enrolled Students

Please enter the geographical locations or where your Students are coming from. The total number of Students in cell EFG94 should equal EFT2, cell G94 will turn red and record the variance between the figures.

Total Enrolments 2015 School Year

Geographical Locations	Number	Percentage
Favona	8	12%
Margere	17	25%
Margere Bridge	9	13%
Margere East	15	22%
Manurewa	1	1%
Otahuhu	1	1%
Papatoeto	12	17%
Wiri	1	1%
	64	93%

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. - Students should begin by identifying students who are Māori, Pacifica 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 Pacifica. 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 Pacifica 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 Schemes (ORS)', the 'Intensive Wrap Around Services' and 'High Needs Learning Service' provided through Resource Teachers Learning and Behaviour'.

Students from low socio economic backgrounds: If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background (this is restricted to three years because families may move as their circumstances change) OR (identify the closest state school that is not a school of choice (integrated/section 155/166 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

Metric: Number of Students who are Māori, Pacifica, 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%
Comment for 2015 School Year	By the end of the year, 42/50 or 84% of our students were Māori and 8/50 or 16% were Pacifica. Throughout the year, all of our students were from priority groups. Sixteen percent of students had accessed Special Needs Assistance (RTLB, Vision and Hearing and Interim Response). Based on an internal survey that we conducted, we estimated that approximately 30% of our students are from low socio economic backgrounds.			100.0%		100.0%
Focus for 2016 School Year	We expect similar performance against the standard for 2016					

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.

We modified both classrooms during the year. In one building we equally divided the classroom space as the teachers found it easier to teach their classes separately. We created a new space for our learning assistant in the second class building and built a resource room to house our library and teacher resources. In winter, we added more heating and installed new carpet in one classroom. In our administration office we installed a new door and improved its security by installing blinds.

The two wharenu i in which our classes are held, continue to serve the needs of the Kura very well. The facilities strongly reinforce the tikanga Maori foundation of the Kura and it is highly likely that the first cohort of students will be able to vividly recall the early years at the Kura within the Wharenu i of the marae. We have excellent facilities for learning and teaching. The ERO reviewers noted in our New School Assurance Review report that our, "Teaching spaces are attractive environments where children's work is affirmed, and their culture and identity are celebrated."

No significant health and safety issues have been identified. We have a marae maintenance routine in place which includes the kura buildings. Our marae manager and builder regularly monitor the conditional use of our kura facilities which includes classrooms, ablutions, exterior decks and access ways and hardcourt areas. Shade covers have been installed to provide sun protection for the children during breaks as well as two new outside drinking fountains.

Preparations for the classrooms, play areas and staff resource rooms commenced in December 2015. The first classroom block was planned to be ready for the 2016 intake, however due to a decision to shift the building a short distance away from its original location, building work was halted so that new resource and building consents could be obtained. We planned the build so that there will be no interference with the running of the school and this remains the case.

The Sponsor located a supplier of self-contained Duo Classrooms that are cost effective to build and are fit for purpose. The self-contained Duo layout -- with 2 classrooms per Duo, will also be used for an administration office and library/resource room. The plan is to build two duos by the end of 2016 and continue to add further classrooms until a full complement of five Duos is reached. The classrooms are built on screw piles, a new technique for foundations in NZ.

The delays with Consenting has created some urgency with the first stage of the build programme which flow across the subsequent stages. We can confirm the availability of the current whare to serving as classrooms in the 2016 school year. The existing whare meet the Ministry of Education's per student ratio for up to a total of 80 students so the Kura remains well placed to accommodate its roll increase to 85 students.

5.2 Operative Documents

Parents, family, whānau, iwi and community engagement policy

<p><i>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.</i></p> <p><i>Please confirm you have compiled with your approved parents, family, whānau, iwi and community engagement policy Clause 10.6 also requires Sponsors to make this policy publically available, either on the School's website or via another suitable forum. Please confirm this policy is available.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Compiled</td><td style="padding: 5px;">Available on other suitable forum</td></tr> </table>	Compiled	Available on other suitable forum
Compiled	Available on other suitable forum		
<p>As per your parents, family, whānau, iwi and community engagement policy, please detail your progress over 2015 in the table below against that Plan.</p> <p>Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:</p> <ul style="list-style-type: none"> • How has the school gathered information about the needs of the parents, family, whānau, iwi and the community? • How effectively has the school consulted with parents, family, whānau, iwi and the community? • How has information gathered from parents, family, whānau, iwi and the community been incorporated into school planning and decision making? • How well has the school communicated key information to parents, family, whānau, iwi and the community? • To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School? 			

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		
<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</i>
<i>Connected Learning Services</i>	Trialling CLA's Roadmap Planning Guide	On-going throughout the year, approximately one hour per fortnight all teachers involved, no additional
<i>Auckland Council Enviro Schools</i>	Enviro Schools Programme	7 hours per month, on-going environmental learning programme in school. All teachers and staff involved.
<i>Oasis Education</i>	Teacher Relief Services	0.4 teaching appointment
<i>Mangere Bridge School</i>	Teacher Aide Hub	5 hour PD session attended by our learning assistant
<i>Sylvia Park School</i>	Teacher observation visit	Two teachers attended a half day observation of Mutuakaaro unit and junior class and our art assistant met Tumuaiki attended a session with the Principal and discussion management issues and also their Inquiry
<i>Sylvia Park School</i>	Management Leadership support	Whole school visit, one morning session
<i>Rongomai Primary</i>	Teacher observation visit	Initial discussion with the AVC Maori at Massey to develop a partnership with the university aimed at creating
<i>Massey University</i>	Science Pathway	3 hours per week for three terms (2-4). All resources are supplied by the provider.
<i>Squiggle Limited</i>	Young Engineers Programme	
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</i>
<i>MiMA</i>	Whānau Ora	Whānau ora navigator engages with parents 0.5 position. Whānau Ora support services provided to kura
<i>Financial Capability Commission</i>	Financial literacy programme for students and whānau	15 hours per month instructional and modelling time
<i>Auckland Council Mangere Library</i>	Library Services	8 hours per month for years 1-4, all students involved, teacher and a teacher aide involved. No school

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

5.3 Complaints and Challenges received under the Independent Review Process

Complaints

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

• List one entry per complaint.

• This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved.

• Do not attach copies of complaints or your response(s) to complainants.

• If no complaints have been received during the 2015 School Year, please leave this section blank.

Quarter	Complainant	Nature of Complaint	Resolution
3	Parents	Parents complained about four incidents involving their children 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.	The Tumauki 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 have agreed to set aside their complaint on the proviso that the teacher involved undergoes appropriate PD. That support is already in place.

Challenges received under the Independent Review Process

Please list any instances where students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School during the 2015 School Year.

• Please refer to Schedule 8: Independent Review Process Framework of your Agreement.

• List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.

• This summary should describe each challenge in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each challenge has been resolved under the IRP.

• Do not attach copies of challenges under the IRP or your response(s) to complainants.

• If no challenges have been received during the 2015 School Year, please leave this section blank.

Quarter	Complainant	Nature of Challenge	Resolution

6.1 Risks Register

A risk is an uncertain event or condition that, if occurs, has a positive or negative effect on your objectives.

The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.

Note: the event has not happened yet, but there is a chance it could occur.

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							Evaluate Risk			Monitor Risk		Support from the Ministry	
Nbr	Date Raised	Risk Type	Risk Description	Control	Risk Owner	Risk Status	Mitigation Actions Required	What further action(s) is/are required to manage the risk?	Risk Rating	Impact from the risk down the line:	Comments and Updates	Date of Review	Comments and Updates
1	3/12/2015	Capability/Capacity	Driver who risk in 12 months	Select from the drop-down menu	Selina from the drop-down menu	Open	Where do you going currently to manage the risk?	Effective communication of transport options, scheduling and employee details	Possible: 30-50% chance of occurrence in next 12 months	Major: There are initial impacts on some objectives, students, capability, finances, reputation or confidence.	Provide information on the management of the risk to the relevant parties.	Ongoing	Minor: No requirements are required to perform the task.
2	9/02/2015	Health and Safety	Situations injury or harm caused due to traffic flow at drop-off and pickup points	Sponsor	Open	Signage	Exclusive pick-up and drop-off points undergoing development	Possible: 30-50% chance of occurrence in next 12 months	Likely: 50-80% chance of occurrence in next 12 months	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	Jun-15	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
3	9/02/2015	Health and Safety	Situations injury or harm, or safety/risk caused from unenclosed play area	Sponsor	Open	Signage Teacher duty roster	Effect wire mesh fence along boundary between playground and driveway	Possible: 30-50% chance of occurrence in next 12 months	Likely: 50-80% chance of occurrence in next 12 months	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	Jun-15	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
4	10/04/2015	Strategic	Environment targets not met due to transitory weather	Sponsor	Open	Flexible starting signs	Increase size of ECC to strengthen referral pipeline	Possible: 30-50% chance of occurrence in next 12 months	Likely: 50-80% chance of occurrence in next 12 months	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	Jun-15	Ongoing
5	5/05/2015	Strategic	Kura is unable to increase number of rooms due to property issue	Sponsor	Open	Engagement with MSD	Agreement with MSD reached	Possible: 30-50% chance of occurrence in next 12 months	Likely: 5-20% chance of occurrence in next 12 months	Major: There are minimal impacts on some objectives, students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	Jun-15	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
6	5/05/2015	Financial	Kura is unable to increase number of rooms due to nil cost savings	Sponsor	Open	Partnership established with other funding sources Fund raise with Sponsor	Fund raise with Sponsor	Possible: 30-50% chance of occurrence in next 12 months	Likely: 5-20% chance of occurrence in next 12 months	Major: There are minimal impacts on some objectives, students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	Jun-15	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
7	20/05/2015	Strategic	Future enrolment targets not met due to delayed building completion	Sponsor	Open	Engaged with architect and building group	Building completed on time	Possible: 30-50% chance of occurrence in next 12 months	Likely: 5-20% chance of occurrence in next 12 months	Major: There are minimal impacts on some objectives, students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	Jun-15	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
8	10/05/2015	Health and Safety	Situational issues of harm caused by flooding in the front area (high flood zone)	Sponsor	Open	High flood zone marked off during torrential rain	Leveling of ground level upon start of new build	Possible: 30-50% chance of occurrence in next 12 months	Likely: 50-80% chance of occurrence in next 12 months	Major: There are minimal impacts on some objectives, students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	On-going	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
9	20/05/2015	Reputational	Quality teaching staff not recruited due to negative media	Sponsor	Open	Charity Success' Documentary released	Transparent communication around positive educational outcomes and selecting opportunities	Possible: 30-50% chance of occurrence in next 12 months	Likely: 50-80% chance of occurrence in next 12 months	Major: There are minimal impacts on some objectives, students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	On-going	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
10	24/05/2015	Reputational	Future enrolment targets not met due to negative media	Sponsor	Open	Charity Success' Documentary released	Transparent communication around positive educational outcomes and student-welfare experiences	Possible: 30-50% chance of occurrence in next 12 months	Likely: 50-80% chance of occurrence in next 12 months	Major: There are minimal impacts on some objectives, students, capability, finances, reputation or confidence.	ECC is currently being built which will give an extra 50 licensed spaces	On-going	Moderate: Some objectives are affected or there is limited impact on students, capability, finances, reputation or confidence.
11													
12													
13													

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 <i>(Is support from the Ministry of Education required to assist you to manage the risk? Please be specific)</i>
	Risk No.	Date Raised	Issue Type <i>Select from the drop down menu</i>	Issue Description <i>Describe the issue in 1-2 sentences</i>	Issue Owner <i>Select from the drop down menu</i>	Issue Status <i>Select from the drop down menu</i>	Issue Rating <i>Select from the drop down menu</i>	Activity History and Resolution <i>What further action(s) is/are required to manage the risk?</i>	Comments and Updates <i>Provide information on the management of the issue as required.</i>	
1	Feb-15	Health and Safety	Verandah classed a high trip hazard	Sponsor	Closed	Low	Add visibility strip to the top of steps in front of verandah	Closed 15 Feb 15 Relocate office and paint	Visibility strips added	As required
2	Feb-15	Capability/Capacity	Library required to meet demand for books	Sponsor	Closed	High	Added shelving Books purchasing and picked up	Closed 26 Mar 15 Partitioning Move class 2 into adjoining where Closed 31 Mar 15	Library functioning	N/A
3	Mar-15	Capability/Capacity	The blended classroom is making learning difficult for older tamakī due to distractions	Sponsor	Closed	High	Class 2 has moved into adjoining where Improvements to learning environments confirmed New Entrants Teacher employed to assist transitioning tamakī	Tumukī working hard to retain this student and his whānau (5 tamakī entitled)	On-going	N/A
4	Apr-15	Capability/Capacity	Behavioural issues of a single child causes distractions for others to learn	Sponsor	Open	High	RTLB Assessments conducted Wharau Hui conducted Learning Assistant has been employed and allocated	Clearly mark hazard area Permament markings in place	Permament markings in place	N/A
5	May-15	Health and Safety	Unevened ground in Whare area classed a high trip hazard	Sponsor	Closed	High	Closed 26 Apr 2015	Training for Administration and Tumukī Data Analyst and IT Specialist involved with Training and Development of staff	On-going	On-going
6	May-15	Technical	Ability of Assembly student management system impacting on reporting and assessment timelines	Sponsor	Open	High	Own Personal Development Plan in place	Own networks being established Strong governance focus on developing personnel	Networking and quality PD options are limited	30-Jun-15
7	May-15	Stakeholder Relationships	Charter schools excluded from the Tamaki Principals Association	Sponsor	Open	High	Alternative route available for Marae staff Alternative parking spaces allocated to Marae staff Allocated spaces marked	Awaiting exclusive driveway opening due Feb 2016	Awaiting exclusive driveway opening due Feb 2016	30-Jun-15
8	May-15	Health and Safety	Heavy congestion due to narrow lanes and insufficient parking	Sponsor	Open	Low	Increase numbers registered with ECE as a feeder	Maintain awareness amongst the community	31-Mar-16	Ministry's reach in opening up this space & helping charter schools come together and collaborate on this
9	Oct-15	Contractual	Meeting agreed enrolment targets	Sponsor	Open	Medium				
10	Oct-15	Contractual	Student retention	Sponsor	Open	Medium				On-going
11	Oct-15	Community Engagement	High whānau mobility	Sponsor	Open	Medium				On-going
12	Oct-15	Capability/Capacity	High level of reportage	Sponsor	Open	Medium				31-Mar-16
13	Oct-15	Capability/Capacity	Poor performance from Property Advisor (architect)	Sponsor	Open	Medium		Changes advisors		31-Dec-15

