



Year: 2017

Quarter: Quarter 1

### School Details

School: Te Kopuku High

Type: Senior Secondary (Year 7-9) Number: 751

Current Year Levels: Year 7 to Year 9

School Physical Address: 70 Foreman Road, Avalon, Hamilton 3742

School Postal Address: PO Box 166, Ngaruawahia 3742

School Website: [www.tekopukuhigh.school.nz](http://www.tekopukuhigh.school.nz)

### School Leader

Name: Cath Rau Position: Principal

Mobile: [REDACTED] Email: Cath Rau

### Person responsible for teaching and learning (if different from the above):

Name: Cath Rau Position: Principal

Mobile: [REDACTED] Email: Cath Rau

### Sponsor representative/ Key Contact:

Name: Kia Ata Mai Educational Trust

Key Contact: Hemi Rau Position: Chief Operating Officer

Mobile: [REDACTED] Email: Hemi Rau

### Organisational Structure

Is there any change to your organisational structure for this quarter? Including; arrival/departure of trustees, change in CEO, changed management/governance functions of the school leadership?

No

If yes, please provide details of the changes. If no, please specify "n/a".

N/A

### Teaching Positions

Please enter the information below on the teaching positions in relation to the current quarter.

Teaching Positions	Contract Minimum	Quarter 1
Number of persons holding a current practising certificate	4	9

% curriculum time taught by a person holding a current practicing certificate or Limited Authority to Teach (LAT)	<b>80%</b>	<b>80%</b>
% people holding a Practicing Certificate or LAT	<b>80%</b>	<b>80%</b>

Please provide details about any difference from the agreed numbers and percentages. If numbers and percentages are as agreed, please specify "n/a".

N/A

## Term Dates

### School Term Dates

	Start Contracted	End Contracted	Actual Start	Actual End
<b>Term 1:</b>	7/02/2017	11/04/2017	7/02/2017	11/04/2017
<b>Term 2:</b>	1/05/2017	5/07/2017	N/A	<b>N/A</b>
<b>Term 3:</b>	24/07/2017	27/09/2017	N/A	<b>N/A</b>
<b>Term 4:</b>	16/10/2017	14/12/2017	N/A	N/A

If the term dates are different to those that have been agreed please provide more information below. If term dates are the same as those agreed, please specify "n/a".

N/A

## Student Achievement

Confirm baseline testing has been completed in Q1 using appropriate tools as outlined in your PSKH Agreement, in order to track progression of your students' achievement:

**No**

### Tools

Please list all tools used for the purposes of baseline testing, specifying which tools are used for each year level.

NZC Reading: Years 7 - 9 Probe  
 NZC Writing: Years 7 - 9 AsTTle  
 TMoA Pānui: Years 7 - 9 Pānui Haere  
 TMoA Tuhituhi Years 7 - 9 Analysed Tuhituhi Sample  
 TMoA Kōrero Years 7 - 9: Hopukina  
 NZC Mathematics Years 7 - 9: GLOSS, IKAN, IXcel  
 TMoA Pāngarau Years 7 - 9: UIUI Rautaki Tau, UIUI Mātauranga Tau, IXcel  
 NZC/TMoA

We were unable to access the Learning Progressions Framework within PACT and for both PACT and TWA for year 7 and 8 students, despite registering for these tools in December 2016. Access to end of year 2016 overall teacher judgements (OTJs) would have further strengthened the reliability of our achievement data.

## Baseline Results

Please provide the results for each year level.

Percentage of students at or above

NZC Reading

Year 7 56%

Year 8 38%

Year 9 24%

NZC Writing

Year 7 18.5%

Year 8 9.5%

Year 9 12%

NZC Mathematics

Year 7 22%

Year 8 24%

Year 9 12%

TMoA Kōrero

Year 7 27%

Year 8 22%

Year 9 12%

TMoA Pānui

Year 7 55%

Year 8 44%

Year 9 24%

TMoA Tuhituhi

Year 7 36%

Year 8 22%

Year 9 18%

TMoA Tau

Year 7 18%

Year 8 11%

Year 9 18%

SUMMARY OF BASELINE ACHIEVEMENT

The following information presents the entry achievement data for 110 mokopuna from 38 contributing schools.

NZC: LITERACY (ENGLISH LANGUAGE INSTRUCTION)

The proportion of mokopuna at or above national expectations is higher for reading than it is for writing

In writing, a comparatively large proportion of mokopuna are within range of achieving national expectations. This means that a concentrated effort to lift the writing achievement of this group is likely have an immediate favourable impact on the number and proportion of mokopuna achieving national expectations in this strand. The proportion of

mokopuna achieving national expectations in reading and writing is highest for year 7 when compared to the achievement of mokopuna in years 8 and 9.

At this stage of the year, none of the year levels are achieving the contracted performance standard. Year 7 mokopuna however are close to achieving this standard in reading. Approximately  $\frac{1}{2}$  of our mokopuna require additional or additional significant support across all year levels in reading and writing. Any achievement difference based on gender favours girls

TMoA : REO MATATINI (MĀORI LANGUAGE INSTRUCTION)

The proportion of mokopuna at Manawa Ora or Manawa Toa is highest for pānui followed by tuhituhi, then kōrero

In kōrero and tuhituhi in particular, approximately ½ mokopuna are within range of achieving national expectations. This means that a concentrated effort to lift the oral language and writing achievement of this group is likely to have an immediate favourable impact on the number and proportion of mokopuna achieving national expectations in these strands. The proportion of mokopuna achieving national expectations in kōrero, tuhituhi and pānui is consistently highest for year 7 mokopuna followed by year 8 mokopuna. The year 9 cohort is has the lowest proportion achieving national expectations in all three strands. Approximately ⅓ of our mokopuna require additional or additional significant support across all year levels in kōrero tuhituhi and pānui. Any achievement difference based on gender favours girls

NZC/TMoA : MATHEMATICS/PĀNGARAU (ENGLISH/MĀORI LANGUAGE INSTRUCTION)

Approximately ¾ of our mokopuna require immediate extensive support across all year levels in mathematics/pāngarau

Achievement levels are similar for either language of instruction. Unlike literacy and reo matatini results, achievement does not appear to favour any one year level. Any achievement difference based on gender favours girls except for NZC mathematics

## Enrolment Details

Enrolment Details	Contracted	Q1 Actual (as at 31 March 2017)
Actual Roll	N/A	110
Guaranteed Minimum Roll	N/A	N/A
Minimum Roll	67	67
Maximum Roll	300	300
Enrolment Variance	67	43

Please provide further details if your roll is not between the Guaranteed Minimum Roll/ Minimum Roll/ Enrolment Variance and the Agreed Maximum Roll, or specify "n/a".

N/A

## Student Engagement

	Annual Performance Standard	Quarter 1	Year To Date	Annual Limit
Unjustified Absences:	0.028 x Number Of Students x Days In School Year	1	1	567
Stand Downs:	2.1 occurrences per year per 100 students	1	1	3
Suspensions:	0.42 occurrences per year per 100 students	0	0	1
Exclusions: (Under the age of 16)	0.15 occurrences per year per 100 students	0	0	1
Expulsions: (Over the age of 16)	0 Expulsions	0	0	0

Please provide details if you have not met any of the student engagement Performance Standards in Q1. If you have met all standards, please specify "n/a".

N/A

## Welling@School Survey

Schedule 6 of the Agreement requires you to run the Wellbeing School Survey annually. *Note that the Wellbeing Survey is only available for Years 5 and above.*

**Last Completed:**

(DD/MM/YYYY)

Nil

**Next Scheduled:**

(DD/MM/YYYY)

Term 2 or 3 2017

Please provide details about any key themes from the results of your wellbeing survey that will change/inform practice within the school:

N/A

## Targeting Priority Learners

**Please complete the table below on Priority Learners in relation to the current quarter.** Note that a student can only be counted in one category even if they identify with more than one priority learner group.

**Percentage of Priority Learners:**

Target:	Quarter 1
75%	100%

Please provide commentary if your quarterly result is outside the target range. You may also choose to comment even if you have met the target range. If you have no comment, please specify "n/a".

N/A

## School Curriculum

**Have there been any changes to the Learning Areas agreed to in Schedule 2 (Curriculum & Qualifications) of the Agreement ?**

No

Please provide further information if there have been changes. If there have not been any changes, please specify "n/a".

N/A

## Financial Performance

### Operating Surplus (Target Range of 2% to 5%)

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

Operating Surplus	Quarter 1
Income (\$)	\$309,137
Expenditure (\$)	\$381,835
Operating Surplus (%)	-24%

Please provide details if the quarterly result is outside the target range. You may also choose to comment even if you have *met* the target range. If you have no comment, please specify "n/a".

Sponsor covers all operating shortfalls. Term 1 expenditure includes high compliance costs from local govt and set up of teaching resources.

### Working Capital Ratio (Target Ratio of at least 2:1)

*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 (e.g. 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.*

Working Capital Ratio	Quarter 1
Current Assets (\$)	\$411,303
Current Liabilities (\$)	\$32,124
Ratio (eg 2:1)	12.8:1

Please provide details if the quarterly result is outside the target range. (You can comment even if you have met the target range).

Liabilities are low. Creditors consist of regular trade creditors and wage tax due April 2017.

### Debt Equity Ratio (Target Ratio of 0.5 to 1)

A debt ratio is used to measure an entity's financial leverage, calculated by dividing total liabilities by 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.
- A number lower than 1 indicates that the entity has taken on manageable debt levels and has a low risk, and the lower the number the less risk the entity is exposed to.
- Equity is calculated by adding the surplus for the quarter (revenue less expenses) to the equity figure (retained earnings and reserves).
- Total liabilities are the sum of your Current and Non-current liabilities for the quarter.

Debt Equity Ratio	Quarter 1
Equity (\$)	\$726,049
Total Liabilities (\$)	\$32,124
Ratio (eg 0.5:1)	0:1

Please provide details if the quarterly result is outside the target range. You can comment even if you have met the target range. If you have no comment, please specify "n/a".

There are no long term liabilities. Short term liabilities are low.

### Operating Cash Flow for Quarter

Operating Cash flow represents the net inflow and outflow of cash related to the operating activities of your school for the quarter. This can be calculated for the quarter as Net income + Noncash Expenses (Usually Depreciation Expense) + Changes in Working Capital.

Operating Cash Flow	Quarter 1
Operating Cash for the Quarter (\$)	-\$334,240

Please provide details if the quarterly result is negative or significantly greater than normal, or specify "n/a".

Negative cashflow for the period. Significant asset purchases during term 1 has been covered by sponsor contributions and surplus funds carried forward from previous periods. We expect cashflow problems for the first 18 months of operations.

### Debt Service Coverage Ratio

18.2 (b) Do you service any interest, principal or lease payments?

Yes

If you don't service any interest, principal or lease payments you may skip the remainder of this section.

Debt Service Coverage is the ratio of cash available for debt servicing to interest, principal and lease payments.

Debt Service Coverage Ratio	Quarter 1
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Debt Service Coverage Ratio (%)	100.0%
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**18.2 (a) Has the Sponsor defaulted on any of its debt obligations, or can reasonably anticipate that it may soon default on any of its debt obligations?**

No

Please provide further detail if the answer is Yes.

Sponsor has sufficient funds to cover 100% shortfall in operating expenses and/or asset purchases.

## Operational Management

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

**Have you have published and complied with your parents, family, whānau, iwi and community engagement policy in accordance with Section 10.6 of the Agreement?**

Yes

If you have not published or complied with this policy, please provide commentary below.

### Policies for ensuring a safe physical and emotional environment for Students

**Have you complied with your policies for ensuring a safe physical and emotional environment for students in accordance with Section 7.5 of the Agreement?**

Yes

If you have not complied with these policies, please provide commentary below.

### Official complaints received by the Sponsor

**Have you received any written official complaints?**

No

Please detail any complaints received.

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



## Challenges received under the Independent Review Framework (IRF)

Have 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?

No

Please detail any challenges using the IRP process.

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

N/A

## Contractual Requirements

Please confirm you have met the following contractual requirements from:

- Part 2 - Key Requirements
- Part 3 - Performance Regime
- Part 7 - General Requirements of the Agreement for the current quarter.

### Part 2 of the Agreement: Key Requirements

Clause:	Quarter 1
2.1(c) The Sponsor has acted in accordance with all of its approved operative documents. Please note if you have reviewed and updated any of your operative documents since originally submitting these to form part of your Agreement please provide these to the Ministry.	Met
6(b): The Sponsor may only provide religious instruction in the School during School hours if Schedule 1 provides that the Sponsor is permitted to provide religious instruction to the Students.	N/A
9.1(a): The Sponsor will ensure that it teaches its Students in accordance with the Curriculum described in Schedule 2.	Met
9.1(b): Notwithstanding any description of the Curriculum in Schedule 2, the Sponsor must ensure that the Curriculum is, at a minimum, in line with any Foundation Curriculum Policy Statement.	Met
14.2: The Sponsor will ensure that it has, at all times, the equipment that is suitable for the Curriculum being delivered or to be delivered at the School, the Class Level(s) and abilities of its Students.	Met

If any of the above have been recorded as 'Not Met' in the most recent quarter, please record the clause number, reason and remedy or mitigation for this. If all Key Requirements have been met, please specify "n/a".

N/A

### Part 3 of the Agreement: Minimum Requirements and Performance Regime

Clause:	Quarter 1
16.1(a): No serious incident occurs in relation to the School that compromises the health and safety of a Student that could reasonably 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 has operated the School in accordance with the requirements set out in the Gazette Notice.	Met

16.1(d): The Sponsor maintains enrolments at or above the minimum roll.	Met
16.1(e): The Sponsor has not exceeded the Maximum Roll.	Met
16.1(f): The Sponsor has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement..	Met
16.1(g): The School hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement.	Met
16.1(h): The stand-down or suspension periods for Students have not exceeded the maximum periods set out in the Act (please note this requirement is different to the student engagement performance standard).	Met
16.1(i): The Sponsor has complied with the legislative requirements in relation to standing down, suspending, excluding or expelling.	Met
16.1(j): The Sponsor has complied with every direction given under the Act or the Agreement.	Met
16.1(k): Any transport required is provided as described in Schedule 3 of the Agreement.	Met
16.1(l): The Sponsor has a person appointed as the person responsible for teaching and learning at all times with a proven background in educational leadership.	Met
16.1(m): The number or percentage of Teaching Positions filled by people holding a Practising Certificate or Limited Authority to Teach did not fall below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement.	Met
16.1(n): 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 did not fall below the minimum percentage set out in clause 3 Schedule 4 of the Agreement.	Met
16.1(o): 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 the Agreement.	Met
16.1(r): The Sponsor has reported to parents in accordance with clause 7.8 of the Agreement.	N/A
16.1(v): The Sponsor complies with all record keeping requirements in clause 18.1 of the Agreement.	Met
18.1 (a) and (b): In addition to the requirements for enrolment records set out in Section 77A of the Act, the Sponsor must: (i) use a student management system that is approved by the Minister for use by the Sponsor which the Minister notifies the Sponsor of in writing; and (ii) use electronic attendance files for gathering data on Student attendance at School.	Met
18.1 (c): The Sponsor must maintain detailed records in accordance with prudent business practice and sufficient to enable the Sponsor to complete its reporting obligations under this Agreement, the Act or any other applicable laws.	Met

If any of the above requirements have been recorded as 'Not Met', please record the clause number and reason why it was not met and the remedy or mitigation for this. If all of the Minimum Requirements have been met, please specify "n/a".

N/A

## Part 7 of the Agreement: General Requirements

Clause:	Quarter 1
33: The Sponsor will be required to maintain all necessary insurances needed for the ongoing operation of the School in accordance with this Agreement and any applicable laws. This shall include, at a minimum, holding the types of insurance at the levels specified in Schedule 9.	Met
34.4(a): The Sponsor must not sub-contract any obligations under this Agreement without the written consent of the Minister. If written consent is provided by the Minister, the Sponsor will remain fully responsible for the performance of all obligations under this Agreement (and responsible and liable for any non-performance) and will be responsible for all acts, defaults and neglects of any sub-contractor.	Met
34.5(a): The Sponsor may not assign or transfer any of its rights or obligations under this Agreement without the written consent of the Minister.	Met

If any of the above requirements have been recorded as 'Not Met', please record the clause number and reason why it was not met and the remedy or mitigation for this. If all General Requirements have been met, please specify "n/a".

N/A