

**Education Report: Partnership Schools | Kura Hourua:
Release of One Percent Retention
Amounts for 2014**

Recommendations

We recommend that the Minister of Education:

- a. **note** that the Ministry of Education has provided you with the annual reports for 2014 from all Round One Partnership School Sponsors, and advised you of the Deputy Secretary, Sector Enablement and Support's decisions regarding approval of those reports (METIS 928011, 22 September 2015 refers);
- b. **note** that we advised you that we would provide further advice on release of the one percent performance retention amount from 2014 once we had completed consultation with the Authorisation Board;
- c. **note** that you have not delegated the authority to approve, or not approve, release of the one percent performance retention amount;
- d. **note** that the Ministry sought and received comment from the Authorisation Board regarding the annual reports and payment of the one percent performance retention amount. This report reflects the combined views of the Board and the Ministry;
- e. **note** that the Ministry and the Board consider that four of the Sponsors have met the performance measures to a level that justifies release of the retention amount, and one has not;
- f. **agree** to release the one percent performance retention amount for 2014 for the following Round One Partnership Schools:

South Auckland Middle School (Villa Education Trust);

AGREE / DISAGREE

Te Kura Hourua o Whangarei Terenga Paraoa (He Puna Marama Charitable Trust);

AGREE / DISAGREE

The Rise UP Academy (Rise UP Trust);

AGREE / DISAGREE

Vanguard Military School (Advance Training Centres Limited);

AGREE / DISAGREE

- g. **agree** not to release the one percent performance retention payment for 2014 for Te Pūmanawa o te Wairua (Ngā Parirau Mātauranga Charitable Trust), and;

AGREE / DISAGREE

- h. **agree** to release this report on the Ministry of Education website as part of the next information release on Partnership Schools.

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encls

NOTED



Hon Hekia Parata
Minister of Education

13/11/15

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

___/___/___

Education Report: Partnership Schools | Kura Hourua: Release of One Percent Retention Amounts for 2014

Purpose of Report

1. The purpose of this report is to:
 - i. seek your decision on the release of the one percent performance retention amount for 2014 to the sponsors of Round One Partnership Schools; and
 - ii. seek your approval to publicly release this report.

Background

2. Clause 18.2(b)(ii) of the Partnership Schools Agreement requires the Sponsors to submit to the Minister an annual report by 31 January of each year in respect of the previous school year.
3. On 19 August 2014, under clause 34.1(a) of the Partnership Schools Agreement, you appointed the Deputy Secretary, Sector Enablement and Support to administer the Partnership School Agreements on your behalf [METIS 878319 refers]. On 26 November 2014 you added approval of the Sponsors' annual (and quarterly) reports to this delegation [METIS 894825 refers].
4. Clause 18.3(a) requires the Sponsor to report to the Ministry at least twice each year on student achievement results for their students. This information was provided in the second Quarter Report and in the Annual Report.
5. Schedule 7, Clause 1.5(i)(ii) of the Agreement provides for one percent of quarterly operational payments to be withheld. This is payable upon the Minister's receipt and consideration of the Annual Report, and confirmation that the school has met its performance measures for the year. This decision has not been delegated.
6. The Ministry has provided you with the annual reports and advice on the Deputy Secretary, Sector Enablement and Support's decisions regarding approval of those reports (METIS 928011, 22 September 2015 refers).
7. The annual reports and that Education Report have since been publicly released on the Ministry's website.
8. The Annual Reports were provided to the Authorisation Board (the Board) for comment, and its recommendations regarding release of the one percent retention amount.
9. This report reflects the combined views of the Board and the Ministry.

Annual Reports

10. The Annual Report includes information on the Objectives, Minimum Requirements and Performance Standards, to allow our assessment of the Sponsor under the Partnership Schools Agreement.
11. The Report template is composed of three mandatory sections:
 - a. The Annual Report;
 - b. A workbook to record the fourth quarter and end of year financial information; and
 - c. A workbook to record student achievement at the school in 2014.
12. The Annual Report is designed to elicit a comprehensive picture of a Partnership School's recently completed academic year as it relates to the school's performance in those areas detailed in the Agreement [Schedule 6]: student achievement, student engagement, financial performance and targeting priority learners. It should also provide discussion of progress toward the achievement of the performance measures set out in the Agreement.
13. To assist in providing some additional insights into how the schools are performing at this early stage, this report also draws on commentary from students and communities served by the schools, and other material supplied and published by the schools. It should be noted that this material has been selected by the schools.
14. All Sponsors except Ngā Parirau Mātauranga Charitable Trust were operationally compliant with the Agreement for the period 1 January to 31 December 2014, and confirmed they were meeting the minimum requirements as set out in the Agreement.

Factors affecting assessment

15. This is the first set of annual reports prepared under the Partnership School policy. Clause 20.1(c) of the Agreement recognises that qualitative information regarding performance standards and objectives requires a level of good faith to be exercised by both parties. Accordingly, the Ministry has generally accepted the information provided by Sponsors in the annual reports on this good faith basis.
16. The exception is the report for Te Pūmanawa o te Wairua. The Specialist Audit conducted in March/April 2015 identified a number of breaches of the Partnership School Agreement, and that performance targets were not being met. The audit supersedes the information provided in the Annual Report, which is inconsistent with some of its findings. We expect that the quality of the reports will continue to improve over time as the Sponsors move into a business as usual state.
17. As the National Standards system and, in large part, the NCEA system relies in large part on internal assessment, we must accept those assessments of continuing students' performance.
18. The Ministry has no external information to suggest that the performance reporting in the annual reports, other than that of Te Pūmanawa o te Wairua, is inaccurate such that it would have warranted an audit or other information-gathering.

19. As this is the first year of operation for these schools, and there is limited performance data available at this stage, it is too early to draw definitive conclusions on the schools' progress towards meeting their student achievement objectives.
20. As this was the first year of NCEA participation for students attending Partnership Schools, those leaving school would have the least opportunity to be influenced by the Partnership School. Further, some students enrolled part way through the year. With Sponsors noting that a large proportion of students enrol with literacy and numeracy levels significantly below that expected for their age, this provides unrealistically little time for the schools to bring these students up to expected levels.

Enhancing the performance model

21. The model is still at an early stage, and in light of experience to date, the Ministry and the Board are working to refine a number of the processes involved in performance measurement, reporting and monitoring. These include:
 - a. incorporating progression testing and reporting into the performance management framework, using agreed tools;
 - b. improving the timeliness and clarity of reporting templates provided to the schools;
 - c. implementing a more robust approach to contract monitoring, including from time to time requiring evidence that minimum requirements have been met;
 - d. a review of student engagement measures and their alignment with a school's particular mission; and
 - e. ensuring any matters of non-compliance are raised and remedied promptly.

The Performance Retention Amount

22. Under clause 20.2 of the Partnership Schools | Kura Hourua Agreements the Minister is required to rate the performance of each school against the objectives and performance standards as follows:
 - i. exceeds the Objective/Performance Standard;
 - ii. meets the Objective/Performance Standard;
 - iii. almost meets the Objective/Performance Standard;
 - iv. does not meet the Objective/Performance Standard but is capable of remedy; or
 - v. does not meet the Objective/Performance Standard and is incapable of remedy.

23. With this in mind the schools' performance has been graded on the scale set out in Table 1. There are four categories only, for the following reasons:
- Whether or not failure to meet a performance standard is capable of remedy is a judgement to be made based on a range of considerations, including management and governance capability, that require information beyond the data provided in annual reports.
 - Whether failure to meet a performance standard is capable of being remedied *in the future* cannot retrospectively affect an outcome on which the decision on the one percent retention *for the past year* must be made.

Table 1: Performance rating scale.

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

Analysis of the schools' performance

24. We have rated the schools' performance against standards as follows:

Table 2: Summary of Performance Ratings

	Vanguard Military School	Te Kura Hourua o Whangarei Terenga Paraoa	Te Pūmanawa o te Wairua	The Rise UP Academy	South Auckland Middle School
Roll (GMR / Actual closing roll)	Not Met 108/74	Met 50 / 53	Not Met 71/49	Met 50/49	Met 90 / 104
Student achievement	Exceeded	Met	Not met	Exceeded	Exceeded
Students from priority groups (75% target)	Met 76%	Exceeded 100%	Exceeded 96%	Exceeded 100%	Exceeded 90%
Student engagement	Not Met	Met	Not Met	Met	Not Met
Financial Health	Exceeded	Exceeded	Not Met	Met	Exceeded

25. The Ministry identified some minor areas of non-compliance with aspects of the Agreement for three Sponsors, aside from Ngā Parirau Mātauranga Charitable Trust. We have been working with the Sponsors to address and/or resolve these issues. We did not identify any areas of non-compliance for the Rise UP Trust. The areas of non-compliance are detailed under those Sponsors' assessments.
26. In the case of Ngā Parirau Mātauranga Charitable Trust, sponsor of Te Pūmanawa o te Wairua, the Specialist Audit conducted in March/April 2015 identified a number of breaches of the Agreement, and of Performance Measures.
27. The Partnership School model is intended to improve the achievement of students from priority groups. Currently all performance standards have equal importance. We have analysed the results and recommend that for the first year of operation weighting should be applied to the student achievement standards over the other performance standards.

Partnership school students' achievement in relation to the National Standards

28. All schools provide their own reporting on National Standards and the Ministry has a limited ability to check these. We do reasonableness, statistical and trend checks at the school level to identify anomalies. If we had concerns we would raise these with the school, or could seek advice from the Education Review Office, which reviews this assessment and reporting as part of its audit process.
29. Across decile 1, 2 and 3 schools, in 2014 around 60% of students across year levels were achieving at or above the national standard for each of reading, writing and mathematics (refer Table 3). Reported year-end results are around this level for South Auckland Middle School. For the Rise UP Academy year-end results are considerably above national averages. This latter result could in part be due to the small numbers of students, resulting in 100% achievement in a number of levels.

Table 3: National results for National Standards during 2014:

	Mathematics		Reading		Writing	
	Number at or above	Percentage at or above	Number at or above	Percentage at or above	Number at or above	Percentage at or above
Decile 1	17,644	56.8%	18,738	60.2%	16,202	52.1%
Decile 2	22,602	63.7%	23,405	66.0%	20,928	59.0%
Decile 3	21,028	67.1%	21,633	69.1%	19,507	62.3%

30. National Standards 2014 performance results for decile 3 schools are provided in each relevant partnership school's results table for comparison.

Partnership school students' performance in NCEA

31. Three partnership schools had students enrolled in NCEA during 2014. The majority (96 of 155) were enrolled at Vanguard Military School.
32. The Agreement sets performance targets on the percentage of school leavers enrolled in each of NCEA levels one and two achieving those levels.

33. Achievement figures released on the Education Counts website are cumulative results (apart from NCEA Level 3); that is, results are reported as NCEA Level 1 *and above*, NCEA Level 2 *and above*, and NCEA Level 3. This means that achievement rates at the higher NCEA levels affect the reported achievement figures at all levels below. Percentages are reported as a total of all school leavers for the year; not the number of leavers related to the NCEA level(s) against which achievement is reported.
34. It is not possible to reconcile the individual NCEA level reporting by Sponsors with the figures on Education Counts, because Education Counts does not hold the number of students enrolled at each NCEA level. We have therefore provided the overall achievement of NCEA by all school leavers enrolled at the relevant partnership school, reported on Education Counts, as an overview of each of the three schools' performance. These overall figures appear broadly consistent with the more detailed figures reported by Sponsors.
35. Apart from Te Pūmanawa o te Wairua, school leaver results for qualification achievement in 2014 were similar to national results. The two other Partnership Schools had 60% and 56% of school leavers achieving NCEA Level 2 or above compared with national results of 60.3% and 64.1% in decile 1 and 2 schools respectively.
36. Year level-based analysis suggests good results for partnership schools in total. In an age-based comparison the partnership schools are not obviously better than students attending deciles 1 to 3 schools. However, Sponsors report that students typically enrol with achievement levels significantly below average for their age, and that one year, or a part year, is insufficient time for this to be redressed by the partnership school. Hence achieving a similar performance to the sector average is a positive achievement under these circumstances.

Conclusions

37. Results are reasonably positive at this early stage. However, it will require more than one year of data to definitively assess performance.
38. In the view of the Ministry and the Board the reported results justify release of the one percent retention payment to the Sponsors, apart from Ngā Parirau Mātauranga Charitable Trust.

Summary of the Reports and Performance Measures

39. Below is a summary of the key points from each Annual Report, the Authorisation Board's comments on each school, and the tabulated performance results. Samples of student/school stories compiled by the schools for the Authorisation Board are attached as Appendix 1.

Advance Training Centres Limited, Sponsor of Vanguard Military School

40. The Sponsor reports that 76% of its students are from one or more priority learner groups.
41. The Sponsor reports that it has met the objectives of the school as set out in the Agreement, and that it has met all the minimum requirements as set out in the Agreement.

42. However, in line with its military culture, the school takes a firm stance on behavioural issues, and this has led it to fall short of the performance standards for stand downs and suspensions.
43. The school reports that it achieved outstanding NCEA results for its students, including 92% for Level 1, and 100% for Level 2.
44. Vanguard engages well with parents and whanau, and events such as the ANZAC day parade, graduation and sports fixtures have provided opportunities for this to occur. Relationships with educational organisations, and community organisations and groups, are progressing well.
45. The sponsor reports many impressive examples of 'turnarounds' for students with a background of educational failure and behavioural problems, who have engaged very positively with the school's ethos and achieved strong academic results. The Sponsor has provided ample data to illustrate this, setting out students' positions from baseline testing on arrival at the school and their academic achievement at year end.
46. The school roll met the performance standard for the first two quarters. The roll dropped below this level later in the year, but this was caused by the students leaving for employment and other opportunities once they had obtained sufficient NCEA credits to complete their qualification.
47. The school's financial performance reflects a sound financial position at the end of the 2014 year.
48. The current premises provide the school with everything that is currently needed. Five additional classrooms have been developed and two shower blocks were installed in quarter two 2015. The sponsor wishes to grow the school in future beyond its current maximum roll of 192 students.

Performance ratings

49. According to NCEA achievement data reported on Education Counts, 91 percent of school leavers at this school achieved NCEA Level 1, 2, or 3, and 9 percent did not achieve NCEA Level 1 (against a national average of 20.4 percent at deciles one through four).

Student Achievement	Target (leavers)	Outcome (leavers)	Rating
NCEA Level 1	80.9%	92.0%	Exceeded
NCEA Level 2	66.9%	100.0%	Exceeded
Student Engagement	(max)		
Unjustified Absence	570	470	Exceeded
Stand Downs	1.90	25	Not met
Suspensions	0.38	15	Not met
Exclusions	0.38	1	Not met
Expulsions	0	3	Not met

Financial Performance			
Operating Surplus	2-5%	9%	Met
Working Capital Ratio	2:1	25	Exceeded
Debt/Equity Ratio	0.5:1	0.02	Exceeded
Operating Cash	+ve	\$940,925	Met
Enrolment Variance	108	107-104-93-80-74	Note paragraph 46 above
Targeting Priority Students			
	75%	76%	Met

Roll	GMR	Actual Closing Roll	Maximum Roll
	108	74	192

Area of Non Compliance	Area of Agreement
Did not comply with the performance standards in regard to the number of stand downs, suspensions and exclusions.	Schedule 6, Clause 2.2

He Puna Marama Trust, Sponsor of Te Kura Hourua o Whangarei Terenga Paraoa

50. All students attending the school are from one or more priority learner groups.
51. Achievement results for the kura are impressive, based on the year level measure used by NZQA, with 75% of Year 11 students achieving NCEA Level 1 and 80% achieving Level 2. School leaver results are also very positive, but at this stage numbers are too small to be conclusive.
52. Senior students took part and won awards in the year-long Young Enterprise Scheme.
53. The entire school performed in the Te Tai Tokerau Kapa Haka Festival, and won Junior Māori in the Te Tai Tokerau Korere Competition.
54. The Sponsor reports that it has met all the minimum requirements as set out in the Agreement, and that it has met the objectives of the school as set out in the Agreement.
55. The school has built successful relationships with parents, whānau and community organisations, and its relationships with Northtec and Te Wānanga o Aotearoa continue to develop.
56. The school's financial performance reflects a sound financial position at the end of the 2014 year.
57. The sponsor reports that it has laid a solid platform from which to develop in the coming years and to cater for the growing roll. It has not identified any risks or issues that will be carried over to 2015. The Sponsor is on track regarding the medium-to-long term development of the school site to cater for the growing roll.

Performance ratings

According to NCEA achievement data reported on Education Counts, 78 percent of school leavers at this school achieved NCEA Level 1, 2, or 3, and 22 percent did not achieve NCEA Level 1 (against a national average of 20.4 percent at deciles one through four).

Student Achievement	Target (leavers)	Outcome (leavers)	Rating
NCEA Level 1	80.9%	82%	Met
NCEA Level 2	66.9%	80%	Exceeded
Student Engagement			
Unjustified Absences	288	59	Exceeded
Stand Downs	1.11	0	Exceeded
Suspensions	0.22	0	Exceeded
Exclusions	0.22	0	Exceeded
Expulsions	0	0	Met
Financial Performance	(max)		
Operating Surplus	2-5%	28%	Exceeded
Working Capital Ratio	2.1	16.54:1	Exceeded
Debt/Equity Ratio	0.5:1	0.04:1	Exceeded
Operating Cash	+ve	\$581,779	Met
Enrolment Variance	50	53	Met
Targeting Priority Students			
	75%	100%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum Roll
	50	53	300

Area of Non Compliance	Area of Agreement
Did not complete the Wellbeing@school student survey in 2014.	Schedule 6, Clause 2.2

Ngā Parirau Mātauranga Charitable Trust, Sponsor of Te Pūmanawa o Te Wairua (formerly Te Kura Hourua ki Whangaruru)

58. The sponsor reports that it has sought to meet the needs of students who have previously failed or not been in the education system, many of whom are 'at risk' and have high needs, and who have presented very challenging behaviours.
59. While the sponsor believes it has made progress in addressing these challenges and in meeting performance standards, the reviews conducted by Deloitte and by ERO in March/April 2015 identified that the kura had failed to meet a significant number of minimum requirements and three performance standards.
60. The only performance standard met by the school is its targeting of priority students, at 96%.

61. The sponsor identified a number of mitigating factors relating to the lack of time to establish systems, make quality staff appointments and develop the curriculum in the lead up to establishing the school in 2014, and ongoing challenges relating to the student cohort's needs and their location.
62. The review undertaken by Deloitte identified that the school had poor financial systems and records. As a result, some of the financial performance indicators may not be accurately stated. Deloitte concluded that although the school's total assets easily exceed its liabilities, its balance sheet reveals that it might be under liquidity pressure from time to time.
63. The Sponsor considers that the negative media coverage the school received throughout the year was a significant issue, and it believes any issues were resolved in Term 1. However, this coverage had a strong impact on student and staff retention and recruitment in the following school terms.
64. Professional Learning Development was planned to be made available to staff in 2015 to strengthen their knowledge in Te Reo me ngā tikanga o Ngātiwai ki Whangaruru.
65. The Sponsor advises that partnerships with local educational organisations and community groups are developing.
66. It has identified several issues that will be carried over to 2015 including
 - a. a decrease in the student roll;
 - b. insufficient time to appoint quality staffing, and establish systems and curriculum development for the start of the school year;
 - c. the effect of a large proportion of the student body being 'at risk' and 'high needs' in Term 1, and the effect that has had upon the remainder of the student body for the remainder of the year and moving into 2015;
 - d. the long travel (distance/ time) to and from the kura, exacerbated by a large slow bus; and
 - e. issues in relation to establishment including staff turnover, student retention and student attendance.

Performance ratings

67. According to NCEA achievement data reported on Education Counts, 40 percent of school leavers at this school achieved NCEA Level 1 or 2, and 60 percent did not achieve NCEA Level 1 (against a national average of 20.4 percent at deciles one through four).
68. It should be noted that the Sponsor reported no school leavers at NCEA Level 1, whereas Education Counts records five school leavers achieving NCEA Level 1. Due to the reporting issues identified in the March/April Specialist Audit of this school, the Education Counts figures have been used for this measure.

Student Achievement	Target (leavers)	Outcome (leavers)	Rating
NCEA Level 1	80.9%	35.7%	Not met
NCEA Level 2	66.9%	93.3%	Exceeded
Student Engagement	(max)		
Unjustified Absence	243	2503	Not met
Stand Downs	0.97	5	Not met
Suspensions	0.19	10	Not met
Exclusions	0.19	0	Exceeded
Expulsions	0	1	Not met
Financial Performance			
Operating Surplus	2-5%	1.45%	Almost met
Working Capital Ratio	2:1	0.87:1	Not met
Debt/Equity Ratio	0.5:1	0.05	Exceeded
Operating Cash	+ve	\$15,431	Met
Enrolment Variance	71	46	Not met
Targeting Priority Students			
	75%	96%	Exceeded

Roll	GMR	Actual Closing Roll	Maximum Roll
	71	49	128

Area of Non Compliance	Area of Agreement
Did not complete the Wellbeing@School student survey in 2014.	Schedule 6, Clause 2.2
Number or percentage of Teaching positions filled by Registered Teachers and Holders of a Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4.	Clause 13.3 Clause 16.1(l) Schedule 4, Clause 2
Percentage of Curriculum time taught by Registered Teachers or holders of Limited Authority to Teach as compared to the Total Curriculum Time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 of Schedule 4.	Clause 14.4 Clause 16.1(m) Schedule 4, Clause 3
The Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling a student.	Clause 8.3(a) and (b) Clause 16.1(h)
Student engagement – exceeded the performance standards in regards to the number of stand downs, suspensions and expulsions.	Schedule 6, Clause 2.2
Refused the enrolment of student at the school due to their past history at another school.	Clauses 7.2 to 7.4 Clause 16.1(e)

Comment

69. The specialist audit of the kura, conducted by Deloitte and the ERO in March/April 2015, identified that the kura had failed to meet a significant number of minimum requirements, and three performance standards. The lack of systems and controls meant that it was difficult to obtain reliable information about performance, and that reports to the Ministry were not always consistent with data held by the Kura. This inconsistency includes information contained in this sponsor's Annual Report. Accordingly, the annual report was not approved by the Deputy Secretary.
70. You have since given the sponsor notice to implement a Remedial Plan, with a follow-up Specialist Audit carried out in late October 2015. The audit report is under preparation, and will be provided to you once complete.

The Rise UP Trust, Sponsor of The Rise UP Academy

71. All students attending the school are from one or more priority learner groups.
72. The Sponsor reports that it has met all the minimum requirements as set out in the Agreement, and has met the objectives of the school as set out in the Agreement.
73. It reports that it has had a very successful year on virtually every performance measure.
74. Student achievement results against National Standards are very high, and well above national averages, with 100% of students achieving at or above a standard in a number of subjects and levels (8 out of 18).
75. The sponsor runs an active whanau engagement programme, including a seven week 'Hearts and Minds' course for parents to empower them to help develop their child's thinking and problem-solving skills, and engage in their learning.
76. Results from the Wellbeing@School student survey were positive and the school has set a 2015 performance standard of at least a 10% gain in all aspects of school culture results, particularly student culture and strategies.
77. Community engagement is an important and integral part of the school and many opportunities are provided for this to take place.
78. Relationships with educational organisations and community organisations and groups are progressing well.
79. The School is offering Year 7 and 8 provision in 2015. The sponsor has identified the need to further expand the school both in year levels and maximum roll to meet community demand and to ensure the school remains financially viable.

Performance ratings

Student Achievement	Target	Outcome	National 2014 ¹	Rating
Level 1 Reading	56.6%	66.7%	52.5%	Exceeded
Level 1 Writing	70.8%	100.0%	67.9%	Exceeded
Level 1 Mathematics	78.0%	77.8%	77.7%	Met
Level 2 Reading	72.8%	100.0%	69.7%	Exceeded
Level 2 Writing	69.0%	100.0%	65.7%	Exceeded
Level 2 Mathematics	71.4%	100.0%	70.6%	Exceeded
Level 3 Reading	75.3%	87.5%	74.5%	Exceeded
Level 3 Writing	63.6%	75.0%	63.9%	Exceeded
Level 3 Mathematics	64.7%	75.0%	66.0%	Exceeded
Level 4 Reading	74.1%	100.0%	75.0%	Exceeded
Level 4 Writing	63.5%	64.3%	64.2%	Met
Level 4 Mathematics	69.2%	78.6%	67.9%	Exceeded
Level 5 Reading	69.5%	85.7%	73.6%	Exceeded
Level 5 Writing	56.8%	71.4%	59.1%	Exceeded
Level 5 Mathematics	61.2%	57.1%	65.0%	Almost met
Level 6 Reading	75.6%	100.0%	77.2%	Exceeded
Level 6 Writing	61.3%	100.0%	62.1%	Exceeded
Level 6 Mathematics	65.3%	100.0%	67.9%	Exceeded
Student Engagement	(max)			
Unjustified Absence	262	177		Exceeded
Stand Downs	1.03	0		Exceeded
Suspensions	0.21	0		Exceeded
Exclusions	0.21	0		Exceeded
Financial Performance				
Operating Surplus	2-5%	6%		Met
Working Capital Ratio	2:1	1.7:1		Not met
Debt/Equity Ratio	0.5:1	0.31:1		Exceeded
Operating Cash	+ve	\$313,597		Met
Enrolment Variance	50	49		Met
Targeting Priority Learners				
	75%	100%		Exceeded

Roll	GMR	Actual Closing Roll	Maximum
	50	49	200

Villa Education Trust, Sponsor of South Auckland Middle School

80. The Sponsor reports an outstanding first year with a high and stable roll; that it has met all the minimum requirements as set out in the Agreement; and that it has met or is in the process of meeting the objectives of the school as set out in the Agreement;

¹ Ministry-held national performance data for Decile 3 schools. Not publicly available.

81. Year 7 and 8 students' performance against National Standards was positive, with results at or above the specified targets in reading, writing and mathematics, and around the level achieved across decile 1-3 schools. There are no assessment standards for years 9 and 10.
82. The school has built successful collaborative relationships with parents and whānau, and with educational organisations and community groups.
83. The school's financial performance reflects a sound financial position at the end of the 2014 year.

Performance ratings

Student Achievement	Target	Outcome	National 2014 ²	Rating
Level 7 Reading	60.1%	62.5%	63.2%	Met
Level 7 Writing	50.7%	50.0%	53.9%	Met
Level 7 Mathematics	52.1%	68.8%	56.3%	Exceeded
Level 8 Reading	61.6%	62.5%	68.2%	Met
Level 8 Writing	51.9%	79.2%	58.5%	Exceeded
Level 8 Mathematics	50.8%	50.0%	60.2%	Met
Level 9 Reading		69.0%		
Level 9 Writing		69.0%		
Level 9 Mathematics		65.5%		
Level 10 Reading		57.1%		
Level 10 Writing		42.9%		
Level 10 Mathematics		71.4%		
Student Engagement				
Unjustified Absence	636	0		Exceeded
Stand Downs	2.5	20		Not met
Suspensions	0.5	5		Not met
Exclusions	0.5	1		Not met
Financial Performance				
Operating Surplus	2-5%%	30.9%		Exceeded
Working Capital Ratio	2:1	10.4:1		Exceeded
Debt/Equity Ratio	0.5:1	0.04:1		Exceeded
Operating Cash	+ve	\$765,222		Met
Enrolment Variance	90	109		Exceeded
Targeting Priority Students				
	75%	90%		Exceeded

Roll	GMR	Actual Closing Roll	Maximum Roll
	90	104	120

Area of Non Compliance	Area of Agreement
Did not comply with the performance standards in regard to the number of stand downs, suspensions and exclusions.	Schedule 6, Clause 2.2

² Ministry-held national performance data for Decile 3 schools. Not publicly available.

Next Steps

Release of the one percent performance retention amount

- 84. Once you have made your decision on release of the one percent performance retention amount we will arrange payments to the relevant schools.
- 85. We are reviewing reporting procedures to improve accuracy, timeliness, and fitness for purpose.

Release of Report

- 86. We have previously released the first, second, and third quarter reports, the annual reports, and the associated Education Reports, as part of regular releases of information [METIS 885303, 910100, and 928011 refer].
- 87. If you agree, we will release this Education Report, with appropriate redactions, with the next scheduled proactive information release, currently proposed for mid December 2015

Samples of Student/School Stories Compiled by the Authorisation Board

Vanguard Military School



Here at Vanguard Military School

we are as one. Like a family. Way more discipline is involved. We know what line we can cross and not cross. If we do cross the line we get serious consequences to learn our lesson to never cross that line again. Teachers are here to help you through each step of the way, always there when you need them. When you fall down, thinking everything is getting too hard for you, they always pick you back up and encourage you to keep going with what you're doing. Here I have also been passing everything throughout the whole year. I come home every day with a smile on my face instead of a frown, even though I have to get up at 4.30am every morning and leave my house at 5.30am every morning five days in a week to get to school. But I tell you now that it is worth it.

As the months went by we all began to notice a huge change in ourselves. We had self-pride and the way we now presented ourselves was different to before in the sense that we cared. Our family bond grew stronger each day in class. When someone was unsure about what to do and the teacher was busy, the person next to them would guide and lend a helping hand. When someone was struggling during the intense challenging physical training sessions, we would all motivate them by telling them not to give up.

Fellow recruits - be proud of yourselves and what you have achieved this year. To those of you leaving, remember your year here and live your lives by the values instilled at Vanguard. There will definitely be roadblocks, however they are not there to deter you from your goals. When a vine meets a wall does it stop growing? No. It does the unthinkable. It defies gravity and climbs the wall. So I urge you to climb the many walls you will encounter over the course of your lives. To those of you returning next year, enjoy your holidays and remember - Be the best you can be!! Thank you.

They help catch the students who got lost in drugs and alcohol, who couldn't behave and even the ones that just slipped through the cracks of the state system.

I arrived at Vanguard Military School a round pudgy drug-filled marshmallow.

I'm now actually passing my NCEA level one assessments all thanks to the staff actually caring about me, not just about the work I do. They actually care about how the student is doing personally. They all want the best for each and every student in the school.

There are a lot of teenagers in New Zealand who struggle in classrooms at mainstream schools. This can be due to a lack of discipline in their lives. Vanguard Military School disciplines their students to focus in class and do their best in all areas of their lives. Vanguard pushes their students physically and academically. At least one period of every school day is physical fitness. This is no nice 'easy breezy' physical training that most mainstream schools offer. Instead it is intense military training run by ex-military fitness trainers who push their students to their limits. As a result of this training the students become fitter, faster and stronger, and their self-confidence rockets.

Staff at Vanguard explain my assignments to me properly so that I can understand, which makes it a lot easier education wise. The teachers at Vanguard are kind, caring and patient and are willing to go in to their own time to help you pass NCEA.

Vanguard uses military ethos so you can have respect in yourself and gain important life skills. They also help you to prepare for when you become independent by being strict in all areas of schooling and attending school every day. These are all qualities that I aspire to have and this is why I enjoy Vanguard.

Te Kura Hourua o Whangarei Terenga Paraoa



"I want to be a part of it."

— Kelly Kahukiwa

Former Navy man Kelly Kahukiwa is the musical influence behind the students at Te Kāpehu Whetū.

Raised in Christchurch where he was schooled, Kelly moved North to Auckland in 1997 where he joined the Navy and completed his musical and te reo studies.

Chief Petty Officer Kelly left the Navy at the start of 2015 to teach in Northland.

He sought Te Kāpehu Whetū after meeting some of its students at the 70th anniversary of the Battle of Cassino in Italy last May, where he was with the Royal New Zealand Navy.

"When we met those kids, we knew there was something special going on," he said.

"I just thought, oh well, whatever a charter school is it works for these kids and I want to be part of it."

Kelly teaches te reo Māori and music.

As well as being a Māori music educator and composer in waiata, mōteatea, haka and tāonga puoro, Kelly has taught saxophone, piano, congas, guitar, ukulele, composition and arranging, and played with the Royal New Zealand Navy Band House of Shem and Ardijah.

JnH Entreprises (left to right): Joshua Rawson, Heeni Niha and Taiao Kawiti.

Inc Me

Inc Me is a young person's response to the modern market place, and uses simple technology to share contact details with each other.

Inc Me is the result of work put in by Year 13 students at Te Kāpehu Whetū and has been taken to the development stage by senior business ākonga Heeni Niha, Joshua Rawson and Taiao Kawiti.

The trio took on the challenge of developing a prototype that could be marketed successfully as part of their final year of business studies.

What they have produced are high quality smart phone covers with a QR code. When the QR code is scanned it directs people to an online business card that has details about that company or person whose QR code is being scanned.



The Rise UP Academy



I like this school because our teachers see our talents that are hidden, for example we heard our boys sing and they had a nice voice

We respect the rules – respect others, respect the property, keep hands and feet to yourself, take responsibility for yourself

If I'm mean and you're mean it's no good

For bullying the teachers have good strategies – count to 10, be calm, the teachers have many ways to solve problems

No fighting, children aren't scared of the teachers, the teachers respect you they are funny

Everyone is treated the same, no-one is swearing, no fights

The Beautiful Daughters [programme] had a sleepover in the Chapel – the Dads made us a big breakfast

Mum has not been angry due to costs, especially of outings [as they are free]

Family is more involved at home, they know my personality

I have gotten to know my family better, their personalities and love languages and how they learn

We talk to each other differently, we have changed how we talk to each other

I used to sit at the back and was shy, not now, I ask questions

You know people here, you can trust them not to laugh at you

I used to think I was dumb

No-one leaves us out



Te Pūmanawa O Te Wairua



It started off with a B A N G ! New faces, New language, New "tikanga"
A one and a half hour bus ride, the travel is far
Nothing on my mind but I wanna be smart
Started this kura finally feeling a part
Of something that's bigger
To my teachers I'm not just a figure
What at other schools I may have once been
They can see the future for me, one that I've never seen
Always in force, the saying "follow your dreams"

After a

few weeks of getting to know each other we started to become a family. Our school wasn't like any other, we all loved this place, it was somewhere we could all be ourselves if we were smart or not so smart, popular or not so popular - it didn't matter. We learnt to be a team and to work as a whānau

"Believing in yourself is the first secret to success." I think this quote explains the school perfectly. Why? Because every teacher in this school, and every teacher who once worked alongside this school, even our departed principal, **ALL** had the same ambition or goal, and that was to get every student to work to their full potential and to believe in themselves even if they didn't like it. The teachers in our kura are faced with many challenges concerning the behaviour of some students, but that never wavers them from working hard.

Families are the foundation,
Students are the pole supports,
and teachers are the protective roof making sure we are dry from the rain.

If our teachers believe in our success in life, why can't we!

When I first started at Te Pūmanawa O Te Wairua, that was when my learning changed. It changed in an awesome way because we were learning and having fun too. We were also getting credits and learning in different ways. This school is the best school I've ever been to because all of the students here got to know one another and we were like a family. Even though our school had a rocky start, we kept pushing forward and our school made drastic changes ranging from teachers and students leaving, to new equipment and learning improvements.



When I started this school I only had just under half of my level 1 credits, as the teachers helped me, and really pushed me to complete my work, within a couple of weeks I was only three credits off my Level 1 NCEA. I haven't been here long enough but already I can tell that the teachers really want their students to gain credits and use those credits to help them through their adulthood to have a life they wish to live.

South Auckland Middle School



South Auckland Middle School

September 14 at 3:24pm

We are extremely proud of Glorielle Filisi. She spoke incredibly well at the Inter-Villa Speech Finals on Wednesday last week and came third equal. Congratulations Glorielle!



Like Comment Share



South Auckland Middle School added 3 new photos

23 hrs

Four talented teenagers from SAMS transported the audience at Mt Hobson Middle School's performance evening to the most famous 'concret jungle' with a terrific take on 'New York!' Well done boys - truly amazing!



Celebrating Manuka students who achieved an overall grade in Project 3, academic leader Rebecca Dow says she loves seeing students working according to their strengths, and challenging themselves to improve in the areas that they find difficult. Thanks to families for your continual support at home - it makes a huge difference.



South Auckland Middle School

July 31

Thanks Marie Maeva for this endorsement of our staff and learning. "I can personally say it has been an amazing school for my nephew and he is absolutely smashing it there. I can't speak highly enough of it. Uniform and stationery is all paid for and there are no fees, except for some extra curricular activities."

