

## Education Report: Partnership Schools | Kura Hourua Second Quarter Reports 2015

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### Recommendations

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We recommend that the Minister of Education:

- a. **note** for the second quarter reporting period [1 April – 30 June 2015], all sponsors apart from Ngā Parirau Mātauranga Charitable Trust confirmed they were substantively meeting the contractual requirements as set out in the Partnership Schools Agreement;
- b. **note** the Deputy Secretary, Sector Enablement and Support, appointed to administer the Partnership Schools Agreements on your behalf, has approved the 2015 Second Quarter reports. The report for Te Pūmanawa o te Wairua received qualified approval as it contained some minor inaccuracies;
- c. **note** the First Quarter reports for the period 1 January – 31 March 2015 were publically released on the Ministry of Education website on 6 October 2015; and
- d. **agree** to release the Second Quarter reports on the Ministry of Education website as part of the next scheduled proactive information release on Partnership Schools

AGREE / DISAGREE

  
Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

Encls

NOTED

  
Hon Hekia Parata  
Minister of Education

David Seymour  
Under-Secretary to the  
Minister of Education

6-12-15

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## **Education Report: Partnership Schools | Kura Hourua Second Quarter Reports 2015**

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### **Purpose of Report**

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1. The purpose of this report is to:
  - a. confirm the approval of the second quarter reports for 2015 from the Sponsors of the Partnership Schools | Kura Hourua (Partnership Schools) that opened in 2014 and 2015; and
  - b. seek your agreement to publicly release the second quarter reports on the Ministry's website.

### **Background**

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2. Clause 18.2(b)(i) of the Partnership Schools Agreement requires the Sponsors to complete and submit to the Minister quarterly reports by 30 April, 31 July and 31 October of each school year in relation to the previous three months of that school year.
3. On 26 November 2014 you agreed to appoint the Deputy Secretary, Sector Enablement and Support, under clause 34.1(a) of the Partnership Schools Agreement, to administer the Agreements on your behalf [METIS 894825 refers]. This appointment allows the Deputy Secretary to receive and approve the quarterly reports on your behalf.
4. You approved release of the First Quarter reports for the period 1 January – 31 March 2015 on 6 October 2015 [METIS 930174 refers], and the reports were publicly released on the Ministry of Education website on 6 October 2015 [METIS 936757 refers].

### **Second Quarter Reports**

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5. All Sponsors submitted their second quarter reports to the Ministry using a template developed by the Ministry. Not all reports were received by the required date of 30 April 2015.
6. All Sponsors received and considered feedback from the Ministry and resubmitted their quarterly reports for approval. Some minor inaccuracies remain in the report for Te Pūmanawa o te Wairua, which the Sponsor has not corrected.
7. For the second quarter reporting period [1 April – 30 June 2015], all sponsors apart from Ngā Parirau Mātauranga Charitable Trust confirmed they were substantively meeting the contractual requirements as set out in the Partnership Schools Agreement.

8. While all but Ngā Parirau Mātauranga Charitable Trust submitted financial reports, the financial performance standards set out in the Agreement are not particularly meaningful when considered at a quarterly timeframe, nor while schools are working towards reaching their maximum roll. The financial performance standard is assessed as part of the Annual Report. Apart from Te Pūmanawa o te Wairua, the financial reports indicate the schools are financially stable. BDO has confirmed that as at 5 November 2015 Te Pūmanawa o te Wairua was projected to be meeting all financial performance measures by 31 December 2015.
9. The Second Quarter reports contain student achievement data, as do the Annual Reports. All schools provide their own reporting on National Standards and the Ministry has a limited ability to check these. We have done reasonableness checks and have found no reason to question the reported data. The NCEA pass rate projections for Te Pūmanawa o te Wairua and Te Kura Hourua o Whangarei Terenga Paraoa appear unusually high, but they cover a low proportion of total students (40 percent and 60 percent respectively) which has inflated the reported rates.
10. The Deputy Secretary, Sector Enablement and Support, appointed to administer the Partnership Schools Agreements on your behalf, approved the Second Quarter reports on 21 September 2015. The report for Te Pūmanawa o te Wairua received qualified approval as it contained some minor inaccuracies.
11. As previously advised, in making any decisions under this appointment, there will be a practice of 'no surprises'. The Second Quarter reports are attached as Appendix 1.

## Summary of the Reports

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### Round One Schools

#### *South Auckland Middle School (Villa Education Trust)*

12. The Sponsor reported that:
  - a. the school's roll was 116 at the end of the quarter. Its GMR is 115, and its maximum roll is 120;
  - b. there is a significant waiting list at the Year 7 level but for Year 10 it is more challenging to find replacements, as students are only able to be at the School until the end of the year;
  - c. there have been no organisational changes in the last Quarter, and staffing has been constant.
13. The school advised it wished to increase its maximum roll to 180 and has since received the Minister's approval for this.
14. The Sponsor has advised that it is meeting the minimum requirements set out in Clause 16 of the Agreement. However it has not met the reporting requirement this Quarter.
15. The Sponsor advises all Objectives have been met.

16. In terms of performance measures the Sponsor reports that:
- a. the number of unjustified absences was well within the performance target;
  - b. there were no stand-downs;
  - c. there was one suspension;
  - d. there was one exclusion. Many alternatives were worked through prior to this but ultimately the decision to exclude was the final outcome. Support was offered to the family and student and the school continues to have contact and provide assistance as needed.
17. In terms of student achievement the Sponsor advises:
- a. a number of learners made upwards shifts in the PAT testing from that of 2014, some very significant, with a noticeable shift in Māori and Pasifika learners' PAT results;
  - b. noticeable improvements were seen in the subject-based assessment results compared with 2014;
  - c. more students achieving at Merit and Excellence level in the projects over all year levels;
  - d. students need more support and learning about skills at sitting tests;
  - e. there is a need to support students to self-manage and time-manage effectively during an extended assessment period (this is also noted regarding the Sponsor's Middle School West Auckland).
18. 92 percent of students identify with one or more priority groups.
19. The Sponsor has received no complaints this quarter.
20. The Sponsor advises it has identified the need to expand the Trust and grow its capability and diversity. We expect an update on this in the Third Quarter Report. Since the report was submitted Hayley Parsons has been appointed as an additional trustee. She comes with considerable experience in project management, business management and teaching practice. The Sponsor advises there have been no other new risks or issues of note.

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

21. The Sponsor reported that:
- a. the school's roll was 75 at the end of the quarter, having begun the year at 74. Its GMR is 70, and its maximum roll is 300;
  - b. the addition of the school gymnasium in the previous Quarter has strongly added to the Kura's ability to provide sporting opportunities. It is on track with its medium term property development plans;
  - c. there were no current building projects but the Kura was on track with plans for a medium-long term development of its site to provide appropriate facilities for the growing number of students;

- d. the Kura has participated in a number of cultural and community-orientated activities during the second quarter:
    - It had speakers entered in all 5 sections of the Te Tai Tokerau regional Ngā Manu Kōrero competition;
    - It supported the opening of the Whangarei District Council's Matariki festival;
    - It supported the Mayor and mana whenua at the pōwhiri for the new CEO of the Whangarei District Council;
    - The Kura's band won the regional Rock Quest competition.
  - e. the Kura's partnerships with NorthTec, The Cut Above Academy, Taratahi and Te Wananga o Aotearoa are going well and these allow it to supplement its curriculum to suit the individual needs of its students, particularly in the provision of Māori Art. Specifically:
    - it had ākonga attend a 5 day agriculture course taught through Taratahi;
    - it had ākonga attend a 5 day beauty course taught through The Cut Above Academy.
  - f. The Kura has progressed its whānau engagement policy across all agreed areas and will continue to strengthen and develop this further.
22. The Debt:Equity ratio reported is the inverse of the correct figure, which is well within the performance measure.
  23. The Sponsor has confirmed that it is meeting the minimum requirements set out in Clause 16 of the Agreement.
  24. The Sponsor advises that it is progressing towards its Objective of facilitating visits from the community, and all other Objectives have been met.
  25. In terms of performance measures the Sponsor reports that:
    - a. there were no unjustified absences, suspensions, or exclusions;
    - b. one student was stood down for five days while an incident was investigated and school worked with whānau towards a resolution.
  26. In terms of student achievement, the Kura is performing well across the board, and at NCEA level it is having very good success in the core subjects of Mathematics, Science and English.
  27. In general the school has made very good progress towards senior ākonga achieving NCEA at their own respective levels. After conducting baseline testing in literacy in Term 1 junior ākonga have been working in the literacy support programme to help accelerate their individual progress. There has also been a school-wide focus on literacy in each individual subject area.
  28. The quarter has seen a significant increase in the percentage of students achieving at or above national standards in reading, writing, and mathematics.
  29. All students are Māori.
  30. The Sponsor has received no complaints this quarter.

31. The Sponsor identifies an ongoing risk: the Kura's ability to attract appropriate teaching staff in a small community.
32. The Sponsor identifies one ongoing issue. Throughout 2015 the Kura considers it has been subject to one-sided and biased reports on its operation in the media. Kura leaders have chosen to keep a low profile where possible while still addressing the reports where appropriate. They also use their local media where possible to present what they consider a fairer view of the Kura's operation.

***Te Pūmanawa o te Wairua (formerly Te Kura Hourua ki Whangaruru) (Ngā Parirau Mātauranga Charitable Trust)***

33. The Sponsor reported that:

- a. the school's roll was 39 at the end of Term 2. Its GMR is 40, and its maximum roll is 128;
- b. No property work was carried out in term 2, and property work has been on hold during the Remedial Plan period;
- c. Finances were stretched this quarter due to a redundancy payout to [REDACTED] and clearing outstanding tax obligations. A number of historical tax obligations will also show in term 3 Quarter Report. This will bring the Kura up to date with its tax responsibilities, and the Board has further set in place a plan to reduce costs this term. This plan is part of the overall remedial plan;
- d. The Kura is developing a communication strategy that will include reporting to whānau, parents and community and gathering information and satisfaction surveys. It has set a goal of monthly meetings with parents and has begun scheduling community meetings;
- e. The Kura increased its capability and capacity in a number of areas in term 2. One area was in student achievement, whereby it had a total of 692 credits by 38 students in term 2. It has also employed a science teacher;
- f. The Board has put in place a robust governance structure that is still evolving, and that is more cognisant of expectations and requirements of students and staff;
- g. The school is not meeting the target of 79 percent of the curriculum being taught by registered teachers or holders of an LAT (actual 60 – 65 percent). The sponsor states "We have a number of external providers that teach our children, who do not have registered teachers on their staff. We are sending our registered staff (where possible) with the students when taught by the external providers which will bring our percent time up." However, we provided feedback that sending registered staff with students who are taught by external providers does not count towards the percentage of curriculum time taught by registered providers (as their teachers aren't doing the teaching). The Sponsor chose not to address this feedback in the re-submission of its report.

34. The sponsor states "Our kura has progressed from a culture of gate-keeping and despondence to that of inclusiveness, student achievement and a supportive environment. We would acknowledge that our current culture continually evolves and is supported by governance and management."

35. The sponsor reports the majority of minimum requirements set out in Clause 16 of the Agreement as being met. The target for stand downs was not met, although the Sponsor recorded it as met. The requirements around reporting and the proportion of qualified teaching staff have not been met. The teaching staff issue was being addressed: the Kura had sought full registration for its provisionally registered teacher, and informed the lapsed registered teacher that he needed to complete the 13 week teacher re-registration course.
- [REDACTED]
- s 9(2)(f)(iv) OIA
36. Accounts for auditing purposes were submitted to the Kura's auditors on 8 June 2015.
37. In terms of student achievement, the Sponsor advises that baseline data have been obtained. Analysis of this data was a priority for Term 3. We do not have a confirmed update on this.
38. For Term 2 a total of 692 credits had been achieved by 37 students at the Kura. This compares with 489 credits in total for 2014. The Kura considers it is tracking upward toward a 'normal' level of achievement.
- [REDACTED]
- s 9(2)(f)(iv) OIA
39. Long term goals around curriculum provision and capability of staff to deliver are two areas that require further development.
40. The Sponsor advises that it is progressing towards its Objectives of Student retention and recruitment, and students experiencing success at the 3 levels of NCEA (see paragraph 38 above). It advises that all other Objectives have been met.
41. In terms of performance measures the Sponsor reports that:
- unjustified absences exceeded the performance maximum;
  - six students were stood down for three days each. The Trust met with the students' parents and implemented a resolution plan. The Sponsor advises that it complied with sections 14 (1 and 2) of the Education Act 1989 regarding these stand downs;
  - there were no suspensions, exclusions, or expulsions.
42. All students identify with one or more priority groups.
43. The Sponsor states it received no complaints this quarter.
- [REDACTED]
- s 9(2)(f)(iv) OIA
44. The Sponsor advises there have been no new risks or issues of note. The overriding risk remains the possibility of closure as a result of the October Specialist Audit.

***The Rise UP Academy (Rise UP Trust)***

45. The Sponsor reported that:
- a. the school's roll was 69 at the end of the quarter, and 84 at the start of Term 3. Its GMR is 100, and its maximum roll is 200;
  - b. the funding model for year levels 1-8 is not sustainable due to small size (and operating model). It is developing curriculum plans to support its application to offer year levels 9 and 10 from 2016. (Note that Rise UP applied for this increase for 2015 but its provision was extended to Year 8 only, with the recommendation that it prepare to reapply to begin Years 9 and 10 in 2016);
  - c. property plans to cater for maximum roll and possible Middle School years are a work in progress;
  - d. a portacom has been sourced and is now on site to accommodate much-needed meeting space and also functions as a "staff hot desk" user area. Room 1 has been relocated to the school chapel to accommodate the new entrant class (Room 5). There are plans for further work in term 4. A school sports shed has been added and positioned on site;
  - e. there have been no organisational structural changes as such. The school has recruited an additional Trustee to its Board and recruited two new teachers. An extra parent representative has been recruited to the Board of Trustees;
  - f. teachers and support staff continue to work with external professional learning and development providers to accelerate learning for target students in writing;
  - g. funding applications for whānau programmes to support student learning are still pending. The Kura needs to apply for English for Speakers of other Languages (ESOL) funding in the next quarter as new students present new learning needs;
  - h. the school has a comprehensive programme of engagement, including whānau education. Parents and whānau have a real voice in school teaching programmes. Seventy-nine percent of parents who participated in the survey during a 3-way conference were very happy with communication between home and school. Rise UP whānau continue to demonstrate high engagement levels with their children's learning;
  - i. external funding is still being sought to resource the whānau engagement programmes.
46. The Sponsor has confirmed that it is meeting the minimum requirements set out in Clause 16 of the Agreement.
47. The Sponsor advises that it is progressing towards the objectives of 85 percent of students achieving, developing other income streams, student attendance of 95 percent and extending property, and all other Objectives have been met.
48. In terms of performance measures the Sponsor reports that:
- a. unjustified absences have decreased significantly this quarter due to implementation of new processes and monitoring;
  - b. there were no stand-downs, suspensions, or exclusions.



49. In terms of student achievement the Sponsor advises that there have been significant positive shifts for most students from baseline data collected in February this year.
50. All students identify with one or more priority groups.
51. The Sponsor has received no complaints this quarter.
52. The Sponsor advises there have been no new risks or issues of note. The continuing issue is the need to increase the school roll to be financially viable.

***Vanguard Military School (Advance Training Group Limited)***

53. The Sponsor reported that:
  - a. the school's roll was 123 at the end of the quarter, down from 141 in the first quarter. Its GMR is 144, and its maximum roll is 192. Students who have left school this quarter have either joined the NZ Defence Force, entered full time employment, or continued their education. Only one student had an unknown outcome;
  - b. no changes have been made to the structure of the school since the first quarter report. Vanguard does anticipate that it will again look to employ staff prior to them being required in 2016 to train them adequately to meet the demands of the school;
  - c. it has employed two new teachers, both registered; one in English and one in Maths, to meet projected 2016 roll growth. They started in Term 3. This early start is part of the Vanguard philosophy of training and preparing them well for its school model;
  - d. it has purchased and installed two new shower blocks due to the students performing physical tasks daily;
  - e. future goals see Vanguard wishing to establish another Partnership School. (Note: the sponsor has indicated an interest in providing for Year levels below Year 11, but has not formally progressed this. It could apply to do so without establishing a separate school);
  - f. external providers are used for vocational students if it will benefit their career choice, for example in areas like computing or trades;
  - g. a Kapa Haka/Māori group has been established and is led by the HOD Māori.
54. The Sponsor has advised that it is meeting the minimum requirements set out in Clause 16 of the Agreement.
55. The Sponsor advises that it is progressing towards its student achievement Objectives, and the remaining Objectives have been met. 17 students were enrolled in 2015 who had previously failed an NCEA level. At the time of reporting, nine of those students had passed, two had left school and the others were expected to pass.
56. The Sponsor advises the school is on target to meet the required NCEA results for 2015. Assessments are sent to external moderators prior to being entered into KAMAR.

57. In terms of performance measures the Sponsor reports that:
- the number of unjustified absences was well within the performance target;
  - four students were stood down for four days;
  - there were no suspensions, exclusions, or expulsions.
58. In terms of parent engagement, a parental survey and the school wellbeing survey were conducted in 2014. Areas identified for improvement are being organised for action in 2015. Reporting to parents provides information four times a year on a students' progress. Parent/Teacher evenings have also been held. Newsletters are sent out every month and emails are sent directly to parents regarding any urgent matters. The school's pastoral care system with section leaders also allows parents to have a direct point of call for their child's learning.
59. 78 percent of students identify with one or more priority groups.
60. The Sponsor has received no complaints this quarter.
61. The Sponsor advises there have been no new risks or issues of note. The Sponsor lists as an ongoing issue the failure to have received the funds for travel in Terms 1, 2 and 3 of 2014. Those funds have been paid.

#### **Round Two Schools**

62. ERO conducted its school assurance reviews of these four schools in October/November 2015. The reports are expected to be available in late December 2015.

#### ***Middle School West Auckland (Villa Education Trust)***

63. The Sponsor reported that:
- the school's roll was 123 at the end of the quarter, down from 134. A period of adjustment is expected due to the situation with Ngā Kakano. Enrolments have continued to occur over this Quarter. The school roll has steadied after some transitional changes. Its GMR is 160, and its maximum roll is 240;
  - many students are already several years behind where they should be in terms of their literacy and numeracy. This then limits students' ability to make progress across other core subjects. It is largely these same students that find the project tasks too demanding even with a modified program. Re-engaging these students is a challenge the school is still addressing and refining;
  - there were a number of staff changes this quarter. One of the appointed academic managers at Glendene resigned quite suddenly and left immediately. As no suitable applicants were found a long term reliever and the Principal are currently covering this. Two part-time staff also left as they wanted more hours each week than the school could offer. A staff member at the Henderson site also resigned. A reallocation of hours to existing staff has meant a more consistent teaching team is now employed;

- d. MSWA at Glendene has had a settled second quarter. Academic progress is increasing, and engagement in learning in particular has increased. The students now have a clear understanding of expectations and staff are established within their roles;
  - e. at MSWA in Henderson there were increased tensions with the Ngā Kakano Trust. As a result a Whānau Support Group was formed and meetings have been held to help with understanding of the Villa Education Trust model and the contract that MSWA is implementing. Clear communication and an action plan have been made and this was being implemented from July. Term 3 was to see the changes;
  - f. the resourcing of the school continues to be monitored well and the Trust continues to utilise economies of scale and strong supplier relationships. The school continues to be solvent and budgets are well managed;
  - g. the Trust is currently working through options for the fourth Villa to be established in 2016.
64. The school announced an end-of-year trip to Hawaii (Villa Trust-wide). The aim of this trip is to raise the horizons of the Villa Education Trust students in terms of travel, history and education. All money will be fundraised. Over 15 students from MSWA committed to the fundraising.
65. In terms of stakeholder engagement, the Sponsor advises that communication with parents, families and whānau has been multifaceted, and has covered traditional media, social media and in-person meetings. The Community Liaison Manager continues to develop relationships with social agencies and key community groups. Activities that have been undertaken in the second quarter are listed below:
- Healthy food evening for parents to learn to cook a meal and socialise;
  - The first Whānau Friday event held at Henderson. Attended by over 150 people and very successful. A combination of dance and song with food. Very positive and engaging;
  - Work continues to be done to establish the separate identity that MSWA has. Parents' understanding of this is increasing with our communication;
  - Ongoing activity and whānau engagement is to take place as the School settles and will be a key focus of coming terms.
66. In terms of student achievement; teaching and learning, and involvement of the school community in this, the Sponsor advises:
- there is an improved level of confidence in the students. For the most part they are more engaged and don't give up so quickly;
  - a positive relationship between students and staff has seen students seeming to now trust the staff and realise that they have their interests at heart;
  - more students are achieving in the projects over all year levels, with higher levels of engagement and understanding;
  - staff implementation of the curriculum model has progressed well;

- there has been the beginnings of growth in the partnership between home and the school community regarding academic achievement;
  - its expectations were extremely high at the beginning. Some of these expectations have proven to be very challenging as the school has gained more awareness of each student's level of achievement and engagement;
  - its strengths remain the small class sizes, the positive environment, excellent quality teachers and the good congeniality and collaboration of staff;
  - it is developing more resources such as custom made videos that students can replay as often as they need;
  - students need more support and learning about test-sitting skills, and about effective self-management and time-management during an extended assessment period;
  - it is extremely pleased with the application of the model as it proposed it, and also has ongoing evaluation processes in place to look for possible enhancement opportunities;
  - eTap will be utilised for data analysis and student achievement tracking;
  - it utilises opportunities for moderation between villas and between Villa Education Schools;
  - MSWA has been recognised by CYFs and the Police as a good schooling option.
67. The Sponsor has advised that it is meeting the minimum requirements set out in Clause 16 of the Agreement.
68. The Sponsor advises that it is progressing towards its Objective of facilitating visits from the community, and all other Objectives have been met.
69. In terms of performance measures the Sponsor reports that:
- a. the number of unjustified absences was within the performance target;
  - b. there were two stand downs;
  - c. there were no suspensions;
  - d. two exclusions were listed, one of which occurred in Quarter 1 but was omitted from the First Quarter report;
  - e. there were no stand-downs or exclusions.
70. 84 percent of students identify with one or more priority groups.
71. The Sponsor received a complaint from a group of parents of children enrolled at the Henderson Villa. The complaint raised concerns over the behaviour of some staff towards the children, a lack of cultural awareness for things Māori within the school, and allegations of a growing bullying and drug culture at the school. Over a period of six weeks the Ministry worked with the concerned family members, school staff and Villa Trust members to develop an action plan to mitigate the concerns raised. All corresponding issues have now been resolved.
72. The Sponsor advises there have been no new risks or issues of note.

***Pacific Advance Senior School (Pacific Peoples Advancement Trust)***

73. The Sponsor reported that:

- a. the school's roll was 59 at the end of the quarter, up from 48 in the first quarter. Its GMR is 100, and its maximum roll is 240;
- b. The PASS School Board was formally established in May and met for the first official Board meeting in the second quarter. The Board has an advisory role. It is anticipated that the Board will:
  - assist the sponsor to meet its contractual obligations to the Crown; and
  - support the school's Principals to manage the school.
- c. the Board comprises members of the Pasifika community in Auckland with a wide range of relevant expertise and capability.
- d. the Sponsor is currently fine tuning and enhancing the governance model as part of establishing the most effective and appropriate model going forward. This will essentially address a recommendation made in the Education Review Office readiness Report in May 2015.
- e. the school's Governance Facilitator is meeting regularly with school managers, the PASS Board and the Sponsor.
- f. the school's charter is currently been shaped further to ensure it clearly aligns with the school's objectives.
- g. the school was granted NZQA Consent to Assess during the second Quarter and student achievement to date, against Achievement Standards in English, Mathematics, Science and Physical Education/Health, has been pleasing.
- h. work is underway to develop a 2016 curriculum plan by the end of Term 3. The Sponsor's draft Third Quarter report advises that this remains under development and is progressing toward a completed plan;
- i. school attendance was 84.8 percent during the second quarter. The school is working to immediately address absenteeism so as to lessen the chance of a student reverting back to their 'old habits';
- j. the school is underway with plans to ensure each current student returns to the school in 2016. For students for whom this might not be the case, the school is aware that it must ensure the student's transition is well managed;
- k. the school property meets all building and safety requirements to accommodate up to 175 students. There is one large space remaining that is still being refurbished, due for completion by the beginning of Term 1 of 2016.

74. The Sponsor considers the minimum requirements to be met apart from operating the Kura in accordance with the requirements set out in the *Gazette* notice (16.1c). This relates partly to a minor difference in the school's name, and the *Gazette* notice needs to be reissued to reflect this. This also relates to clarification regarding religious instruction and religious education.

75. The sponsor advises it has met the Objectives of having effective processes for engaging Kainga when students are enrolled, and integrating Pasifika-centred education activities into curriculum/teaching programmes; and is progressing towards the remaining Objectives.
76. In terms of performance measures the Sponsor reports that:
- a. the number of unjustified absences was within the performance target;
  - b. there were no stand-downs, suspensions, exclusions, or expulsions.
77. The school continues to gather base-line data. Each student who enrolls at the school is tested (e-asTTle) so that teachers know the curriculum level at which the student is functioning for literacy and numeracy.
78. In terms of student achievement the Sponsor advises that Initial NCEA results for internal assessment are encouraging. Approximately 90 percent of results to date are 'Achieved' or higher. The proportion of students not submitting work for a particular standard is low. The school is developing procedures to monitor student progress towards attaining 80 NCEA credits.
79. The school continues to enrol new students and will do so through the remainder of the year. Approximately 90 percent of the students have entered the school below level 6 of the NZ Curriculum. Many have arrived intermittently in the first six months of the year, having attained very few credits (if any) at their previous school. The school intends to continue to enrol students to return to school next year and achieve NCEA Level 1 over two years (2015 and 2016) and NCEA Level 2 in 2016. Although late-enrolling students are likely to achieve their first NCEA certificate in their second year of study there is an expectation they will achieve up to 40 NCEA credits in 2015.
80. Student achievement in NCEA to 1 July 2015 for Achieved grade, or higher, was 89 percent, up from 83.4 percent in Term 1. For PASS Pasifika students, the overall achievement was 91 percent to date compared with a national rate of 75 percent in 2014. For Māori (15 percent of a total roll of 59), this was 78.5 percent compared to the national rate in 2014 of 76 percent.
81. Although all students undertake a core course of study, school managers have developed a personal education plan for each student.
82. In year one, the school is not delivering the NZ curriculum in any dissimilar ways to other schools. The management team members have no doubt in their minds that the PASS environment and it's culturally responsive staff provide the scaffolding necessary to pick up and fuel the motivation and aspirations of the students.<sup>1</sup> Kainga whose children are not strong in their Pasifika or Māori cultures have commented that their children are developing interest in learning more about their culture and identity
83. All students identify with one or more priority groups (85 percent Pasifika, 15 percent Māori):
84. The Sponsor has received no complaints this quarter.

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<sup>1</sup> One example is a student who had previously left school at the end of Year 10 (2012) and then literally stayed home for two years. The student 're-emerged' in 2015 and, as an 18 year old Year 11 learner, is motivated to obtain NCEA Level 2 by the time the student leaves school.

85. The Sponsor has identified the following risk/issue. Ongoing professional development including engagement with external providers is needed for teachers to cater to the needs of students with such a wide range of ability – some of which is the result of the school continuing to enrol students who have a history of prolonged truancy. The Sponsor has engaged Strive Community Trust and Otahuhu Community Police to assist with providing truancy support. The Sponsor has advised that training/professional development for staff will be arranged as part of the staff PD meetings facilitated by the leadership team or external support where necessary, and that this is a matter of urgency for the school.
86. The need to achieve the minimum roll, to avoid having its GMR and associated funding reduced, continues to be the key issue for the school.

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

87. The Sponsor reported that:
- a. the school's roll was 52 at the end of the quarter. Its GMR is 65, and its maximum roll is 150;
  - b. during Term 2 major work began on the permanent facilities for the Kura, comprising refurbishment of two prefabricated classrooms and building two new classrooms and an ablution block. This construction work will take all of Term 3 to complete. This work is part of the School's long term property plan and will allow for our contracted roll growth over the upcoming years. It will also allow the School to meet its minimum roll by the end of the year;
  - c. with an entirely new Kura cohort the school has made good progress in identifying the gaps its ākonga have in their foundation knowledge in reading, writing and maths. Baseline data show that ākonga have high needs in these areas. This has required a very specific approach to teaching and learning and flexibility in structure to ensure that the school is best able to meet the needs of individual ākonga. Ākonga are divided into competency rather than age groupings for the core areas, reading, writing and maths to try and accelerate ākonga progress in these areas;
  - d. the ākonga in Years 0-3 are taught almost completely in te reo Māori; therefore for those that have not been in an immersion environment before this will have an effect on their results;
  - e. the school has three fulltime pouako (teachers) in place and a teacher aide. It has advertised for another pouako to keep pace with its roll growth.
88. The Debt:Equity ratio reported is the inverse of the correct figure, which is well within the performance measure.
89. The Sponsor has confirmed that it is meeting the minimum requirements set out in Clause 16 of the Agreement.
90. The Sponsor has not met the objective of meeting the minimum roll. This is due to construction of new classrooms. The Sponsor advises that it has met the attendance and student retention objectives, and is progressing towards the remaining objectives.

91. In terms of performance measures the Sponsor reports that there were no unjustified absences, stand-downs, suspensions, or exclusions.
92. All students are Māori.
93. The Sponsor has received no complaints this quarter.
94. The Sponsor identifies that negative media exposure increases the risk of not being able to attract quality staff, but that there have been no new risks or issues of note.
95. ERO conducted an assurance review in late October. It appears the issues identified in ERO's readiness review have been satisfactorily addressed and resolved.

***Te Kura Māori o Waatea (Manukau Urban Māori Authority (MUMA))***

96. The Sponsor reported that:
  - a. the school's roll was 37 at the end of the quarter (with 50 recorded as enrolled as at 10 September). 12 children are projected to transition from Waatea Early Childhood Centre (ECC) by the end of November 2015. Kura leaders are confident that the roll target will be met during the fourth semester. Its GMR is 60, and its maximum roll is 200;
  - b. the Waatea ECC is proving to be a valuable contributor to roll growth. The ECC role is currently in the mid 30's and is also set to grow with the new ECC facility now under construction. In 2016 the ECC will have a potential roll of 80-90. This will ensure that the Kura has a steady stream of new entrants whose parents have already bought into the philosophy;
  - c. the transition class is operating very well and assisting the new tamariki to transition into the Kura, and limiting the amount of disruption new entrants can generate;
  - d. the Kura has been finalising the design of its first classroom duo. The goal was to complete consents during August with construction starting in September. Ideally, the classrooms would be available in December and this would allow the teaching staff to start settling in before the end of the 2015 school year. The existing facilities have been serving the school well and it expects to continue to use the wharehau in some way well into the future. There have been some delays and building will now commence in November 2015. The duo classroom design is quick to erect and the Sponsor expects the first duo to be ready for use by the school's opening date in February 2016;
  - e. the curriculum documentation required to support teacher practice has been significantly advanced over the quarter and teacher practice has improved as a result.
  - f. teaching staff have received regular professional development, and their ability to make consistent and valid assessments and teacher judgements has been greatly enhanced as a result;
  - g. the classroom activities have been expanded to include Tae Kwan Do and the Young Engineers programme funded by Tainui;
  - h. the Kura has started to turn its attention on to the Steiner pedagogy and how components can be identified and utilised in the Kura.



97. The Kura's application to the Ministry of Education's Targeted Assistance Programme was successful. The Kura proposed an outreach programme designed to increase the engagement of whānau with early childhood education. Kura leaders are confident that the programme will create connections with the Kura and Early Childhood Centre leading to a greater level of interest in both facilities.
98. Another successful new initiative is that of attracting support for a financial literacy programme for whānau. The Kura is in the process of developing the programme format and expects to commence rolling it out over August to October. Leaders expect the programme to increase whānau engagement with the Kura as well as strengthening their financial literacy skills.
99. The Sponsor advised it had met all minimum requirements set out in Clause 16 of the Agreement except providing reports on time. This was due to gaps in data. Procedures have been revised to address data collection and analysis to ensure timely provision of reporting.
100. The Sponsor advises it has met all objectives.
101. In terms of performance measures the Sponsor reports that:
  - a. there were no unjustified absences, suspensions, or exclusions;
  - b. one child was stood down for three days, with advice from the Ministry and RTLB throughout the process. The child returned to Kura.
102. All students identify with one or more priority groups.
103. The Sponsor has received no complaints this quarter.
104. The Sponsor notes a number of property-related issues and risks, all of which are being, or have been, addressed. The behaviour of one child is particularly disruptive. Steps have been taken to address this, including engaging a Learning Assistant.
105. The Sponsor advises that Partnership Schools are excluded from the Tamaki Principals' Association, limiting opportunities for networking and personal development.
106. The Sponsor advises there is a risk of quality teaching staff not being secured due to negative media around Partnership Schools. There is also a risk of poor student attendance due to transport constraints. The Kura has two vans and a bus. It is still seeking a qualified bus driver. Transitory whānau pose a risk to maintaining roll numbers. The Sponsor has a number of strategies to address this.
107. The Sponsor's draft Third Quarter report addresses in detail its work in addressing the issues raised in ERO's readiness review. ERO has just completed its assurance review and advises it is impressed with the progress made and the current operation of the School.

## **Appendix 2**

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### **Second Quarter Reports: 1 April – 30 June 2015**

#### ***Round One Schools***

1. South Auckland Middle School (Villa Education Trust)
2. Te Kura Hourua o Whangarei Terenga Paraoa (He Puna Marama Charitable Trust)
3. Te Pūmanawa o te Wairua (formerly Te Kura Hourua ki Whangaruru) (Ngā Parirau Mātauranga Charitable Trust)
4. The Rise UP Academy (Rise UP Trust)
5. Vanguard Military School (Advance Training Group Limited)

#### ***Round Two Schools***

6. Middle School West Auckland (Villa Education Trust)
7. Pacific Advance Senior School (Pacific Peoples Advancement Trust)
8. Te Kāpehu Whetū – Teina (He Puna Marama Charitable Trust )
9. Te Kura Māori o Waatea (Manukau Urban Māori Authority)