

Pacific Advance Senior School

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 1st QUARTER

For the period 1 January – 31 March 2015

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

Fill in the requested information below about the basic information of the school.

| | |
|--|--|
| Name of School | Pacific Advance Senior School |
| Year Levels | 2015 – Y11, 2016 – Y11-12, 2017 – Y11-13 |
| Last quarter Enrolment Count | 48 Students |
| School Address – Physical | 42 Atkinson Avenue, Otahuhu, Auckland 1062 |
| School Address – Postal | PO Box 22420, Otahuhu, Auckland |
| Website Address | www.pass.school.nz |
| Name of Key Contact | Parehuia Enari |
| Key Contact email address | [REDACTED] |
| Key Contact phone number | 09 276 0375 |
| Name of School Leader/person responsible for teaching and learning | Parehuia Enari s 9(2)(a) OIA |
| School Leader/Principal email address | [REDACTED] |
| School Leader/Principal phone number | 09 276 0375 |

1.2 Organisational Structure

Describe any changes to the organisational structure made during the last quarter and/or anticipated changes. Please provide a copy of your organisational chart labelled as an Appendix. If the organisational chart has changed since the last report, please provide an updated copy.

Consider the following questions:

- How have you managed roles and responsibilities between Sponsor, governance and management? Have there been any challenges?
- What measures are in place to ensure effective oversight of the Board and school?

Response: See Appendix 1: Organisational Structure

Two key phases have been identified in the school's development. These are:

- (1) An establishment phase, for the period from initial contracting to the Minister of Education and establishing the school; and
- (2) Phase 2, following the official opening and start of full operations.

The PPAT Board of Trustees identified that the most effective Governance structure for the initial establishment phase would be to maintain the current PPAT Board. This structure was considered most appropriate to make and act on key decisions to meet the objective of opening PASS in February 2015. Key decisions undertaken and actioned by the PPAT Board during this phase included recruiting and inducting a full complement of teaching and support staff, locating premises for the school building, project managing the building programme to ensure fit for purpose school premises and facilities by February 2015, developing curriculum documents, and undertaking NZQA accreditation processes. The noted actions are complete, with the exception of ongoing accreditation activities. Accordingly, the establishment phase is planned to conclude at the end of April/mid May 2015.

Phase 2 is planned for implementation by mid May 2015. During this phase, a Pacific Advance

Senior School Board of Trustees will be appointed as the permanent governance structure for the school. This process of identifying appropriately qualified and capable trustees is nearly complete and it is intended that the current PPAT Board will be replaced and the BoT commence their Governance responsibilities by the end of May 2015.

1. Role of Open Polytechnic:

It was recognised very early in the application process (and leading on from our application in 2013) that the selection committee were very much in favour of PPAT having as much autonomy and control over the ultimate flavour of the school to reflect Pasifika values and approaches in all aspects of its delivery. Whilst recognising some of the positive contributions a working relationship with Open Polytechnic could have, (as reflected in the original application particularly in terms of getting a new school established in time and with already established curriculum development in place, resources and administrative capabilities), the possibility of a large mainstream tertiary institute having a degree of involvement in the curriculum development in particular was seen as a restraint and counter to the kaupapa of “Pasifika mo Pasifika”, or for Pasifika, by Pasifika. Whilst there was always a transition process put in place whereby PASS would ultimately develop their own curriculum and capacity, the PPAT Board moved quickly to pursue a pathway of complete autonomy as reflected in pursuing NZQA accreditation for PASS within a very tight, but feasible, timeframe. Hence with this key aspect of Open Polytechnics contribution not necessary, there is no ongoing formal relationship with OP.

2. Role of Affirming Works and Village Trust

Whilst in the original application document reference was made of the mentoring support role and relationship with Affirming Works and The Village, pragmatic and further enhancing of the PASS delivery and governance model negated the need for any contribution of the respective entities to be as significant to the success of PASS as initially documented. In terms of the mentoring model, with the appointment of highly capable and experienced educators as PASS’s co-principals, it was soon evident that the utilisation of Academic coaches, coupled with the Tu Tangata programme, superseded the need for an “external” mentoring programme as identified in the original document. In applying the dual co principal roles, the extra resource and capacity provides for a community liaison and pastoral function as part of the “Co-Principal’s” contribution. This is a natural extension of the model put in place of the “father/mother” dual roles in leading the school on a daily basis. This also ensures optimising of financial resources. Added to this were more practical reasons in terms of the contribution of the Village Trust, to providing mentoring support in the absence of Academic coaches and the Tu Tangata programme. Whilst the intent of the document was admirable, essentially it was not practical for the Village given its geographical location in West Auckland and the costs internally to providing such a service utilising staff from West Auckland. The intent of having the Village involved in the future in some capacity still remains based on PPAT’s vision to establish PASS in West Auckland in the future. Again the student support/mentoring model put in place at the time will predicate this.

The other component of both AW’s and the Village’s original involvement in PASS was around facilitating community engagement and recruitment. This took the form primarily of the PPAT trustees, Hamish Crooks, Emeline Afeaki and Michael Jones, utilising their networks into the community. This was complemented by the Co Principals and staff of PASS, engaging through this team and the influence and reach of the Trustees of the PPAT. In their capacities as Chairman’s of their own respective trusts, Michael Jones and Emeline Afeaki were able to bring on board the support of the Village and Affirming Works where necessary. As the South Auckland provider, this was more viable for Affirming Works. It has been a combination of the efforts of the PPAT Trustees, the various trusts and communities they represent, and the work of the PASS Principals and staff to engage the communities primarily. As a result there is a significant degree of support from a broad spectrum of the community and stakeholder groups, particularly the churches, grassroots communities, other social and educational providers and fanau.

3. Role of the Curriculum Advisory Board

The Curriculum Advisory Board (CAB) was established initially to provide curriculum advice for the Co-Principals and the PPAT Board. Following development of the Curriculum by key stakeholders, primarily the Co-Principals and teaching staff, the CAB was disestablished. The disbandment of the Board once its mandate had been completed is noted in the minutes of the BOT meeting in January 2015.

4. Resignation of Emeline Afeaki-Mafileo from PPAT Board

At the end of March the PPAT Board received a letter of resignation from Emeline as a Trustee. Whilst the personal reasons and circumstances surrounding Emeline's resignation remain confidential and at the discretion of Emeline in particular, the parties have parted ways on congenial and mutually respectful terms.

5. On-going role of PPAT (Sponsors) in PASS Governance

To ensure continuity in leadership the "Sponsors" (PPAT) provide effective oversight of PASS at a Governance level, two members of the PPAT Board are assigned to Trustee positions on the PASS Board. There will be a monthly reporting regime to the Sponsors from the kura as part of this process.

2. EXECUTIVE SUMMARY FOR THE MINISTER

An executive summary is a brief overview of a report designed to give readers a quick preview of its contents. Its purpose is to consolidate the principal points of a document in one place.

2.1 Executive Summary

Consider the following:

- *An evaluation of your overall performance for the last quarter.*
- *Outlining any organisational changes which have had a significant impact on the school.*
- *Outlining the successes the Sponsor has had. This could relate to targets in the Performance Management Framework or other milestones regarding property, whānau engagement etc.*
- *Outlining any of the Minimum Requirements which the Sponsor has not met or is not meeting.*
- *Outlining parts of the Performance Management Framework in which the Sponsor has been successful in meeting or exceeding.*
- *Any significant risks or issues.*

We identify Pacific Advance Senior School as having performed strongly for the quarter January-April 2015. This has been a demanding period which included recruitment and induction for staff and students, development of curriculum documents and school premises, the establishment of school values, learning approaches and mutually productive relationships between governance, school leaders, teachers, students, families and contributing communities. PASS has achieved all set targets for these milestones, and we look to consolidate these gains over the coming quarter.

There were some organisational changes which we believe have had a significant impact on the school such as completing the establishment phase under PPAT Board within a quick turn around, the disassociation from the Open Polytechnic, Affirming Works and The Village entities, the establishment and then disestablishment of the Curriculum Advisory Board and finally the establishment of a new PASS Board of Trustees. We believe these changes were necessary as we unravelled the "realities" of meeting the needs of our students and community.

We are very pleased with the successes thus far. Our phase 1 building refurbishment was complete in February prior to our launch, we comfortably met our Pasifika priority learners targets and we demonstrated strength in engaging our Pasifika families and communities in a culturally responsive way. We have recruited an academically experienced, culturally competent staff, 91% of whom are Pasifika/Māori. Our team have bought in to our culture of "high touch, high expectations" where our priority is to build strong relationships and strong positive expectations with all PASS members. The icing on the cake was achieving a high rate of student success across our school culture, student and kainga engagement, and academic targets.

We have met the minimum requirements outlined in our contract, however our low enrolment numbers for this quarter is an issue with the risk being that this may impact on our 2016 funding if the GMR is reduced.

We look forward to further improving our targets over the next quarter and are confident that as our new Board of Trustees and current management team consolidate their new working relationship, we will see even better results over the coming months.

3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

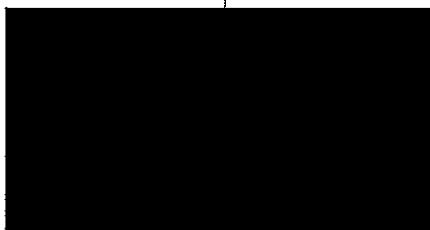
Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

| 3.1 Compliance with Minimum Requirements | | | | |
|--|--|-----|---------|-----|
| Clause | Requirement | Met | Not Met | N/A |
| | | ✓ | ✓ | ✓ |
| 16.1(a) | No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor; | ✓ | | |
| 16.1(b) | no serious criminal activity is discovered to have taken place on the Premises; | ✓ | | |
| 16.1(c) | the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice; | ✓ | | |
| 16.1(d) | the Sponsor does not exceed the Maximum Roll; | ✓ | | |
| 16.1(e) | the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement; | ✓ | | |
| 16.1(f) | the School hours and term dates never reduce below the minimum levels set out in Schedule 1; | ✓ | | |
| 16.1(g) | the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act; | ✓ | | |
| 16.1(h) | the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling; | ✓ | | |
| 16.1(i) | the Sponsor complies with every direction given under the Act or this Agreement; | ✓ | | |
| 16.1(j) | any transport required is provided as described in Schedule 3; | | | ✓ |
| 16.1(k) | the Sponsor has a person appointed as the person responsible for teaching and learning at all times; | ✓ | | |
| 16.1(l) | the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4; | ✓ | | |
| 16.1(m) | the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4; | ✓ | | |
| 16.1(n) | the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement; | ✓ | | |
| 16.1(o) | the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement; | ✓ | | |
| 16.1(p) | the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement; | ✓ | | |
| 16.1(q) | the Sponsor reports to parents in accordance with clause 7.8 of this Agreement; | ✓ | | |
| 16.1(r) | the Sponsor reports to the public in accordance with clause | | | ✓ |

| 3.1 Compliance with Minimum Requirements | | | | |
|--|--|-----|---------|-----|
| Clause | Requirement | Met | Not Met | N/A |
| | | ✓ | ✓ | ✓ |
| | 18.4 of this Agreement; | | | |
| 16.1(s) | the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and | | | ✓ |
| 16.1(t) | the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2. | ✓ | | |

Please identify in the table below if there have been any Minimum Requirements that have not been met during the last quarter. Insert more rows as necessary.

| 3.2 Non Compliance with Minimum Requirements | | | |
|--|-------------|--------|--------|
| Clause | Requirement | Reason | Remedy |
| 16.1(d) | | | |

| 3.3 Sponsors Declaration | | |
|--|--|----------|
| I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular. | | |
| s 9(2)(a) OIA | | |
| Hamish Crooks |  | 29.04.15 |
| Hamish Crooks (PPAT Board) | Signature (electronic) | Date |

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1 Objectives from your Agreement

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

- The goal(s) of each Objective.
- The measures used to assess achievement of each goal of the Objective.
- If the measures were met in the PREVIOUS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
- If the measures were met in THIS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
- Please provide comment(s) on your performance this quarter and the focus, if any, for the next quarter.

The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below.

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

4.1.1 Objective 1: Reaching target Pasifika priority learners

| Goal(s) | Measure(s) | Previous Quarter | This Quarter | Comments |
|--|--|------------------|--------------|---|
| Ensure Pasifika values of love, compassion, respect, faith and service encompasses all aspects and functions of PASS | PEP's affirm student identity as learners | | MET | A thorough Personal Education Plan (PEP) is conducted by the Co-Principals at enrolment with student and kainga. A 3 way process to ensure student needs are identified and recorded. Kainga and students are free to converse in the heritage languages of Samoan and Tongan, PASS staff are utilised to support this process. Education coaches monitor student academic and pastoral progress ensuring alignment with PEP and curriculum subjects. Follow up hui/fono are performed between Coach, kainga and student. |
| | Student achievement data reflects high student engagement in their studies | | MET | Student achievement data has exceeded our expectations given that most of our student enrolments had a history of academic underperformance and over half of our student enrolments were considered truants. Our subject teacher OTJ feedback and term one assessments affirm that 65-70% of our students are on track toward attaining NCEA level one. |
| | Evidence of integration of Pasifika-centred education activities into curriculum/teaching programmes | | MET | PASS values are at the forefront of all cultural practices and activities at PASS. Led from Tamā & Tinā (Co-Principals, Mum and Dad) through to the Staff (Aunties, Whaea's, Uncle's, Matua's). The entire PASS organisation operates as a family and our Pasifika centred approach permeates throughout all programmes. Students operate as brothers and sisters, tuakana and teina where the expectation is to teach one another help one another in their studies (peer collaboration). Students are free to converse in their heritage languages with their peers throughout the lessons which has proven to support their understanding of key concepts. Tuakana/teina (peer teaching) modelling is encouraged where possible. |
| | Students and their kainga report an increase in understanding/use and confidence in personal Pasifika language and culture | | MET | Many kainga have reported tremendous improvement in their student's attitude toward school. In particular a more positive attitude toward other family members and parents. Students are reported to be more engaged with family members and more willing to abide by their family and cultural expectations at home. |

4.1.2 Objective 2: Achieving Pasifika Student Success

| Goal(s) | Measure(s) | Previous Quarter | This Quarter | Comments |
|--------------------------------------|---|------------------|---------------------|---|
| To ensure high levels of achievement | Achievement levels will be monitored, targets | | PROGRESSING TOWARDS | Academic targets are set at enrolment through the PEP. The academic coach tracks each student's pastoral and academic progress on a regular basis providing feedback to students, kainga and staff. Staff members are required to review their term programmes, student achievement status and next |

| 4.1.2 Objective 2: Achieving Pasifika Student Success | | | | |
|--|--|------------------|---------------------|--|
| Goal(s) | Measure(s) | Previous Quarter | This Quarter | Comments |
| comparable to similar decile rated schools and expectations are attained | set, benchmarks met and students working towards the next NCEA level. | | | steps on a termly basis to inform planning. It is an expectation that assessment results are submitted onto KAMAR within 5 days of assessment. |
| | Principals report each term on effectiveness of initiatives/interventions implemented through data such as attendance, discipline, achievement and leaver's destination. | | PROGRESSING TOWARDS | <p>Initiatives:</p> <ul style="list-style-type: none"> Family structure – Tamā, Tina (Mum and Dad), Aunties, Uncles (Staff) and our children (students). Students are split into 4 villages (smaller families) and will remain with them for the year. Monitored by an Academic Coach. Family practices – Family time (prayer, praise, worship, family issues), eating together, physical activity and conditioning, promoting unity and PASS values. Developing a winning culture. Village raises the child. Leadership – student driven. Discipline – high expectations love and respect. Strive for merit and excellence credits. <p>Impact on Achievement:</p> <ul style="list-style-type: none"> Students consider PASS members as their second family, therefore they quickly become very loyal to the values and culture of PASS and to each other. Catering for our students hierarchical needs as a Pasifika person is our first priority. Students are very well prepared physically, mentally and emotionally for the lessons of the day. Progress is closely monitored and successes are acknowledged immediately to the whole family. We experience minimal behavioural problems. At least 92% of our students arrive at school on time at 8.15am on any given day. |

| 4.1.3 Objective 3: Achieving Pasifika Student Engagement | | | | |
|--|--|------------------|---------------------|--|
| Goal(s) | Measure(s) | Previous Quarter | This Quarter | Comments |
| To Improve attendance of students | Implementation of strong attendance follow up procedures | | PROGRESSING TOWARDS | Clear follow up procedures are included in the Student/Kainga handbook. Immediate action is required by all PASS staff by recording absences into Kamar in a timely manner, and following the follow up procedures before lunch time. Over the term, parents have been called from work to find their children and return them to school. Some challenges arose because of incorrect data entry by staff. In house PD and follow up has been provided by Head of Kamar and Principals. We are partnering with our local Community Police on an initiative to stop truancy where they are cautioning families that they will be charged \$30 per visit if Police are called by truant officers or schools to retrieve students from their homes to attend school. |
| | More parents would report absences | | PROGRESSING TOWARDS | A positive response to date from parents. An increasing number of sick or injured students are bringing in medical notes for absences. |
| | Statistics are analysed and reported to the Board every term | | PROGRESSING TOWARDS | The term 1 Report to BOT is due next Wednesday 6 th May. |

| 4.1.4 Objective 4: Engaging Pasifika Families and Communities | | | | |
|---|---|------------------|--------------|--|
| Goal(s) | Measure(s) | Previous Quarter | This Quarter | Comments |
| Engaging parents and Kainga | The community identifies with the school and its vision | | MET | During the enrolment interview process the vision and values are clearly outlined. We have a 100% buy in. Parents comment in support of the vision and values. Parents have provided feedback on the impact the values have had on their child's attitude at home and within their personal relationships. |

| 4.1.4 Objective 4: Engaging Pasifika Families and Communities | | | |
|---|---|------------------|---|
| Goal(s) | Measure(s) | Previous Quarter | This Quarter |
| | Kainga feel they are in a partnership with the school to support their child's learning | | PROGRESSING TOWARDS |
| | The school has effective processes for engaging Kainga when students are enrolled | | MET |
| | Kainga actively participate in the school in a variety of ways. | | PROGRESSING TOWARDS |
| | Kainga feel they are listened to and valued | | |
| | | | Comments |
| | | | Again the initial engagement is at interview. A father commented how behavior out on the street does not align to our values. He fully supports the school values his daughter is getting reinforced. At Kainga visits the values are discussed and parents are given an opportunity to comment regarding these. All meetings have been very positive. |
| | | | Caregivers, siblings and students are requested and interviews are shifted if the caregivers are unavailable. |
| | | | To open the school, we held a Students, Family and staff celebration and ceremony. We also then held another official event where the focus was on the community, the politicians and dignitaries and our families being present. We conduct a Kainga celebration dinner at the end of every term. |
| | | | The Kainga definitely have fed back that their child is loved and cherished within the school body and that the child feels the same towards their school. As we stand at a more stable position we will look to acknowledge the Kainga more. Parents also feel comfortable to come and discuss any concerns they may have. Goals are set in the PEP for home issues as well and so the child is encouraged to show the PASS values at home first and foremost. |

| 4.1.5 Objective 5: Inspiring and well informed, culturally competent staff | | | |
|--|---|------------------|--|
| Goal(s) | Measure(s) | Previous Quarter | This Quarter |
| To provide motivational, inspiring and nurturing learning experiences founded on PASS values and ethos | Students will be able to make connections with programmes taught and will be fully engaged with their learning. | | PROGRESSING TOWARDS |
| | | | Comments |
| | | | Staff Description: ➤ 7 Pasifika, 3 Māori, 1 Other ➤ 5 x registered HOD's (including Co-Principals), 1 x registered BT, 4 x academic coaches, 1 x EA). All staff have proven competence in operating in and understanding Māori and Pasifika culture. Challenges: To encourage consistent differentiated, creative and collaborative styles of delivery and to build a reflective culture. Cultural Development: All staff participate and contribute into the PASS Fa'a Pasifika daily lessons that are led by the Principals. Fa'a Pasifika is a platform that provides opportunities for students to address cultural, social and well-being issues and experiences that support and enhance their learning. It also provides opportunities for staff to continue to be inspiring through Fa'a Pasifika. Student Engagement: We have seen significant shifts in students' heart, minds and spirits due to the Fa'a Pasifika lessons that include prayer, worship and devotional words of encouragement. Our qualitative data reflects students' immense sense of belonging, trust, security, acceptance and confidence among their PASS family which has propelled their confidence in their learning. |

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response:

Yes

English – reading, writing

Math – numeracy

ESOL – probe testing

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response:

E-e-Asttle

Probe

4.1.3 Baseline assessment results

Please provide the baseline assessment data of your students for each year of schooling (or level of NCEA).

Response: Please see Appendix 2: Baseline Assessment Results

4.1.4 Baseline assessments

Provide a commentary resulting from the analysis of your baseline assessments that demonstrates how you this will inform your practice for 2015?

Response: the following commentary is based on 3 of our core compulsory subject areas of our curriculum.

ENGLISH:

- Quantitative and Qualitative methods were used to collect data about student's literacy levels. E-astle reading was the Quantitative tool used to collect hard data and soft data was collected using professional discussion between teachers and tutors who spend all day with each class. Triangulation was completed with the use of Individual education plan interviews to determine student's level of literacy.
- Judgements about students' literacy level revealed that the majority of students were operating at levels below their chronological age- with a handful of students operating at their chronological age.
- Differentiated targets for groups of similar students was attempted and this allowed for projecting achievement for students who are at, below and students who require remedial intervention.
- Remedial students were tested using the Probe testing tool and for some of these students

20 minutes work on the Toe by Toe phonics programme was started.

- For students who were below their chronological age but still doing the NCEA styled English programme
 - rich language programme was introduced to familiarise students with the language and vocabulary of the assessments.
 - Students prior knowledge is valid and used as a launching point for learning.
 - Appropriate Exemplars were used to show students what was required
 - The exemplars were de-constructed and reconstructed to provide students with a road map of how to attempt the assessment- demystification of the assessment via understanding the language of instruction and the processes required to complete the assessment.
- Evaluation- May need to further differentiate individualized targets for each student. This can work well for a PASS student because of the relatively smaller class sizes and the help of a full time tutor assigned to each class.

MATHEMATICS:

- Base line data included e-Asttle results from Math and English as well as formative assessments in preparation for the Number assessments in the first 3 weeks of term 1. Analysis of this data resulted in several of the cohort being withdrawn from the first Number Achievement styled standard, results from e-Asttle indicated some were less than L3 and were subsequently started on a Math numeracy styled standards. These students worked mainly with the class coaches in collecting evidence for the numeracy standards and continued through the geometry standard in the second half of the first term.
- One student initially working on Numeracy in the first 5 weeks in term 1 attempted a second geometry styled standard and successfully achieved it.
- E-Asttle tests are scheduled for week 2 and 3 in term 2, however regardless of the result all students will continue in statistics which will include an IT and language focus, all students in the cohort are expected to attempt the examples.
- The second half of term 2 will see learning involved for the external styled standards and will have a heavy algebra focus. In this instance it is expected that the numeracy students will continue with their numeracy portfolio.
- One factor which needs considering when looking at achievement in term 1 is the increase in the number of students over the 9 weeks. In 9 weeks the roll has increased from approximately 20 to 50 students and the increase has been gradual ie 3-4 students on average per week. This invariably must be considered when looking at any results from term one.
- In Maths students have been withdrawn from the initial 2 assessments due to their late arrival and consequent short period in class during the learning for a particular assessment. This has been noted in KAMAR. This trend of accepting new students throughout the year will continue as long as there are spaces on our 2015 school roll.

SCIENCE:

- The current year 11 has a good mix of high and low abilities. The eAsstle results have helped to profile students' needs in the area of Science teaching.
- E-Asstle results in English indicate that there are 7 students with a score between 3p and 3a. 5 of them got A (Achieved) and 2 N (Not achieved). There is one student with 2a score, but he completed AS 90930 with M (Merit). The writing strategies we used in the class helped them to understand the keywords and present the required information in meaningful sentences/paragraphs, linking scientific ideas. Students understood the power of the knowledge of 'Keywords' in explaining simple scientific concepts. The remaining students are between 4b and 4a, but only 2 out of them have not achieved.

- The eAsstle results have helped the school to profile the students' needs and also helped in planning teaching strategies accordingly.

4.3 Student Engagement

Partnership Schools are required to report to the Ministry regularly on aspects of student engagement. The Student Engagement performance standards are specific to your School and can be found in Section 2.2 of Schedule 6: Performance Management System of your Agreement.

UNJUSTIFIED ABSENCES

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

4.3.1 Unjustified Absences

| Metric: Measured through attendance data provided to the Ministry. | | | |
|--|---------------------|--------------------|---|
| Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| 0.028 multiplied by the number of Students multiplied by the number of days the School is open $0.028 \times 48 \times 82 = 110.21$ | N/A | 138.2 | We have experienced many challenges as a whole staff as new users of KAMAR. Through the process, we have developed more thorough procedures to ensure the consistent and accurate monitoring of student absences. Over half of our students' enrolled, were truants at their past schools. Many have made significant efforts to attend regularly. We are partnering with our local community Police who are fronting an initiative against truancy in our community. We currently have an 87% attendance rate. We aim to reach 90% plus. |

STAND DOWNS

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

4.3.2 Stand downs

| Metric: Measured through information provided to the Ministry. | | | |
|--|---------------------|--------------------|----------|
| Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| 2.1 days per year per 100 Students | N/A | 0 | |

SUSPENSIONS

Definition: Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to lift the suspension without conditions, lift the suspension with reasonable conditions, extend the suspension with reasonable conditions for a reasonable period or exclude or expel the student.

| 4.3.3 Suspensions | | | |
|--|---------------------|--------------------|----------|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| 0.42 days per year per 100 Students | N/A | 0 | |

EXCLUSIONS

Definition of EXCLUSION: Exclusion means the formal removal of a student aged under the age of 16 from the school and the requirement that the student enrol elsewhere.

| 4.3.4 Exclusion (for students under the age of 16) | | | |
|--|---------------------|--------------------|----------|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| 0.15 days per year per 100 Students | N/A | 0 | |

EXPULSIONS

Definition of EXPULSION: Expulsion means the formal removal of a student aged 16 or over from the school. If the student wishes to continue schooling he or she may enrol elsewhere.

| 4.3.5 Expulsions (for students over the age of 16) | | | |
|--|---------------------|--------------------|----------|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| 0 | | 0 | |

4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section 2.3 of Schedule 6: Performance Management System of your Agreement.

See Appendix 3: Financial Performance

| 4.4.1 Operating Surplus | | | |
|--|-------------------------|---|---|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure (%) | Current Qtr Figure (%) | Comments |
| 2-5% | N/A | <div>Surplus</div> <div>s 9(2)(b)(ii) OIA</div> | Actual funding received was \$537,327 and Expenditure spent and committed for the |

| 4.4.2 Working Capital ratio | | | |
|--|-----------------------------|------------------------------|---|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure (ratio) | Current Qtr Figure (ratio) | Comments |
| 2:1 | N/A | Estimated ratio to be 4.74:1 | This is our first quarter as a partnership school reporting. Our Working capital is strong with a strong bank balance due mainly to timing of accounts which we pay accounts payable within the normal monthly billing cycle so do not carry much liabilities. The main ones being payroll. |

| 4.4.3 Debt Equity Ratio | | | |
|--|-------------------------|---------------------------|---|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure (%) | Current Qtr Figure (%) | Comments |
| 0.5:1 | N/A | Estimated ratio is 0.22:1 | Again mainly reflected in carrying little debt due to leasing of major property assets and maintaining budgets spending within budget limits. While Equity is strong again it is reflected in committed expenditure and is expected to decrease naturally over the coming year. |

| 4.4.4 Operating Cash | | | |
|--|--------------------------|-------------------------|---|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure (\$) | Current Qtr Figure (\$) | Comments |
| Positive cash flow forecast = actual | N/A | positive Cashflow | We have maintained a positive Cashflow Forecast which translate to actuals by maintaining a surplus of [REDACTED] in the first quarter and we have maintained cashflow to cover commitments |
| | s 9(2)(b)(ii) OIA | | |

s 9(2)(b)(ii) OIA

| 4.4.5 Enrolment Variance | | | |
|--|-------------------------|------------------------|----------|
| Metric: Measured through information provided to the Ministry. | | | |
| Performance Standard | Previous Qtr Figure (#) | Current Qtr Figure (#) | Comments |
| 100 | N/A | 48 | |

4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance.

The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

| 4.5.1 Enrolment of priority learner groups | | | |
|--|-----------------------|----------------------|---|
| Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds. | | | |
| Performance Standard | Previous Qtr Roll (#) | Current Qtr Roll (#) | % of student roll that identifies with <u>at least one</u> of the priority learner groups |
| 75% | N/A | 48 | 100% |
| Comments (if any): Māori - 19% Pasifika – 81% | | | |

| 4.5.2 Student Enrolments |
|---|
| Please provide in <u>percentages</u> the geographical locations where you are drawing your students from. |
| Response: <ul style="list-style-type: none"> Rodney District (Orewa) = 2% West Auckland (Henderson, Kelston) = 4% Central Auckland (Waterview, Mt Wellington, Mt Albert, Otahuhu) = 21% South Auckland – (Manurewa, Manukau, Flatbush, Favona, Papatoetoe, Mangere) = 73% |

5. OPERATIONAL MANAGEMENT

5.1 Property

Please provide information on your school property. Consider the following topics in your response:

- Any work or modifications you have undertaken at the Property including renovations, site development, landscaping etc since your last quarterly report.
- How the property and teaching/learning spaces are supporting the delivery of the curriculum.
- Any health and safety issues that have been identified in regards to property. If any health and safety issues have been identified, note how these have been resolved.
- Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).
- If you have a long term property plan, how you are progressing against the goals in the plan

Response:

Phase One: Complete refit and restructuring of downstairs area to cater for 100 students including commercial kitchen, assembly hall, 4 classrooms, 1 x student common room, toilet blocks. Minor cosmetic touch ups to reception area and sickbay (upstairs).

- The current space supports the teaching and learning delivery requirements for our 2015 numbers of 100 students.
- There is insufficient outdoor playing or gymnasium space on site. Therefore we utilise external community facilities and fields to support our Physical education programmes.
- Due to tight council consent constraints and timelines, we were not permitted to house more than 15 people at a time in our upstairs areas due to inadequate fire escape routes and non-compliant egresses. This area was out of bounds to students for term one and only available to administration and management staff.

Phase Two: Installation of Science lab and disabled access elevator. Cosmetic touch ups to staff kitchen, board room and 2 classroom spaces. Full installation of remaining toilet ablution block. (These spaces cater for a total of up to 175 students).

- This area is almost complete awaiting a few compliance checks.
- The science lab was not accessible throughout term 1 due to the incompleteness of the disabled access elevator which is needed to comply with fire escape procedures. The Head of Department of science was able to adapt his practical components to suit his allocated teaching space.

Phase Three: Refit and restructuring of final upstairs classroom area/assembly hall to cater for our Maximum Roll of 250 students. Completion date – mid to end 2016.

5.2.1 The parents, family, whānau, iwi & community engagement plan

Please provide some information on the implementation of your parents, family, whānau, iwi and community engagement plan. Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- *How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?*
- *How effectively does the school consult with parents, family, whānau, iwi and the community?*
- *How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?*
- *How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?*
- *How well does the school communicate key information to parents, family, whānau, iwi and the community?*
- *How effective does the school report to parents, family, whānau, iwi and the community?*
- *To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?*
- *How well does the school engage with families of priority learner groups including Māori, Pasifika, students from low socio economic backgrounds and students with special education needs?*

Response:

We currently engage the parents formally by conducting good news meetings, Kainga home visits, and Kainga/Parent dinner celebration nights. We achieved a 100% attendance rate for our home visits. A survey is being developed that will require Kainga to feedback on the suitability of the current communication pathways and to comment on possible improvements.

Active community members have been invited to have lunch with our students and to share a snapshot of their vocation to see if this sparks any interest in our students. This has been working well but can be more coordinated. Local business people are invited in, the PASS vision is shared and community aspirations are discussed to see how PASS might fit into that vision. Many lunches, visions and aspirations have been shared with local Pastors, local businessmen and women, and community workers.

A school newsletter is sent out at the beginning of each term highlighting any upcoming events, achievements or reminders/references to our school values and expectations. Any notices or reminders are then sent out throughout the weeks as required. The newsletters and notices are also available on our website or via email. We prefer to meet face to face with kainga should the need arise. We are confident that our key information reaches the majority of our students because they are usually prepared for one off events or compulsory after school tutorials.

We have a public Face book page and school website with updated events and photo's of our school. A private school Face Book page is being developed to include both students and Kainga for upcoming events or important notices to be posted. Students are constantly reminded about sharing their school events at home as a form of giving back to their parents. We have a marked improvement in this situation where kids are conversing more with their parents. Parents have reported the many shifts in attitude of their children at home. Students have reflected in their journals significant improvements in relationships at home and the heightened communication.

Kainga enquiries are always welcome through our Open Door policy. We are developing our staff room space into a Kainga/community area where they are welcome to use at any time during the

day. One parent has suggested that we send out daily communication home with the students, however we have not received any further requests as such to justify the request. On a daily basis, we emphasise important messages to the students with the expectation that they would share these messages with Kainga.

All of our students are of either Māori and/or Pacific Island descent. Our organization is structured like a family and we have a heavy emphasis on building positive and firm relationships with each student, which extends into their Kainga. Strong communication is encouraged between staff, Kainga and student as much as possible. Kainga have proven to be more than willing to meet staff to discuss any concerns or achievements regarding their children. Parents often call in after school to update us on any issues that may affect their child's schooling. Kainga visits are an integral part of our communication where staff members visit Kainga at their homes twice a year. We achieved a 100% attendance rate with our term 1 Kainga home visits. We encourage good news phone calls and texts re student achievement as much as possible. A BLESSED program is being developed where we will print post cards and do old school communication with a hand written note providing a positive update on their child today. We also have parents sitting in on our Friday assemblies where we acknowledge all our Excellence and Merit awards. This is sometimes a very emotional moment for the parent.

5.2.2 Community and educational partnerships

Please provide a list of the partnerships with other educational or community groups the school is involved with.

| <i>Partnering Organisation</i> | <i>Description of the Partnership</i> | <i>Level of involvement: students and/or staff involved; approx hours per month, resources involved etc.</i> |
|--|--|--|
| EDUCATIONAL ORGANISATIONS | | |
| PT networking and engaging with local ITO's to develop a Vocational arm to our 2016 curriculum | | |
| COMMUNITY ORGANISATIONS AND GROUPS | | |
| Otahuhu Rec Centre | Gym & fitness instruction. | Use of gymnasium 3 hours per week. Full instruction from staff. Use of showers. All students. |
| Otara Pool & Leisure Centre | Swimming lessons. | Use of swimming lanes 3 hours per week. Full instruction from staff. All students. |
| Otahuhu Rugby Club | Use of fields. | 2-3 hours per week where necessary. |
| Strive Community Trust | Truancy support. | 3 students. |
| CYFS Otahuhu | Child welfare liaison and staff training. | Where needed. |
| One Care Medical, Papatoetoe | Student medical check up and care including dentistry service. | 6 weekly visits. All students. |
| Otahuhu Community Police | Weekly checks on school building. Safety and Truancy support. | Officers drop in when available for lunch with the students. |

5.3 Media

Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).

| ORGANISATION/OUTLET <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i> | NATURE OF STORY | WEB LINK (If available online) <i>E.g. to a news website, Radio NZ, You Tube.</i> |
|--|---|---|
| Tagata Pasifika | TV interview. Board perspective. | https://www.youtube.com/watch?v=qegkWW0Y6xk |
| Radio Samoa | Interview. Principal and Board promo. | |
| Manukau Courier | Article. Student and principal perspective of PASS. | http://www.pressreader.com/new-zealand/manukau-courier/20150320/281513634640990/TextView |
| Samoa Times | Article. | http://www.samoatimes.co.nz/tatala-aloaia-le-aoga-le-pass-pacific-advance-senior-school/ |
| Pacific Guardians | Article. Board perspective. | http://pacificguardians.org/blog/2014/12/07/all-black-legend-heads-nzs-first-pacific-charter-school/.html |
| Radio NZ | Article. Board perspective. | http://www.radionz.co.nz/news/national/265223/new-charter-schools-speak-out |
| Radio Tonga (Youth Section) | Interview. Principal promo of PASS. | |

5.4 Official Complaints received by the Sponsor

Describe any official complaints (written) received by the Sponsor in the table below.

- List one entry per complaint.
- This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved.
- Do not attach copies of complaints or your response(s) to complainants.
- If no complaints have been received, please state this clearly.

| COMPLAINANT <i>e.g. family, parent, community group</i> | NATURE OF COMPLAINT | RESOLUTION |
|--|---------------------|------------|
| Nil | | |
| | | |
| | | |
| | | |
| | | |

5.5 Challenges received under the Independent Review Framework (IRF)

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

- Please refer to Schedule 8: Independent Review Process Framework (IRP) of your Agreement.
- List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.
- This summary should describe each challenge in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each challenge has been resolved under the IRP.
- Do not attach copies of challenges under the IRP or your response(s) to complainants.
- If no challenges have been received, please state this clearly below

| COMPLAINANT e.g. family, parent, community group | NATURE OF CHALLENGE UNDER IRP | RESOLUTION |
|---|----------------------------------|------------|
| Nil | | |
| | | |
| | | |
| | | |
| | | |

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

Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.

- This question only refers to the policies related to ensuring a safe physical and emotional environment for Students. You do not need to refer to any policies outside of this scope e.g. curriculum, human resources, property etc.
- Any policies that have been amended by the Sponsor should be formatted into one document, clearly labelled as an Appendix. Please do not attach separate documents for each policy.
- Please include a list of policies below that remain the same (as approved by the Minister). You do not need to provide copies of each individual policy if there have been no amendments.

Response:

Nil

6. RISKS AND ISSUES

Please complete the Appendix for this section. Please summarise any risks and issues in the box(es) below. If no risks or issues have been identified, please note this below. You do not need to provide an Appendix if no risks or issues have been identified.

See Appendix 4: Risks and Issues Register

6.1 Risks

Please provide a summary of any risks identified that may affect the operation of the school.

- A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.
- The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.
- Note, the event has not happened yet but there is a chance it could occur.

Response:

Should our numbers remain low for the rest of the year, the risk is that low enrolment numbers may impact on our 2016 funding if the GMR is reduced. The area of concern would be sustaining our staffing ratios. We have heavily invested in skilled experts to cater for the diverse range of pastoral and academic needs of our students. Our excellent achievement rates are certainly due to the calibre of personnel on our staff. We are more than certain that the same amount of effort and expertise will still be required in 2016.

6.2 Issues

Please provide a summary of any issues identified that are currently affecting the operation of the school.

- An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.
- There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%.
- Issues are usually written in the present or past tense

Response:

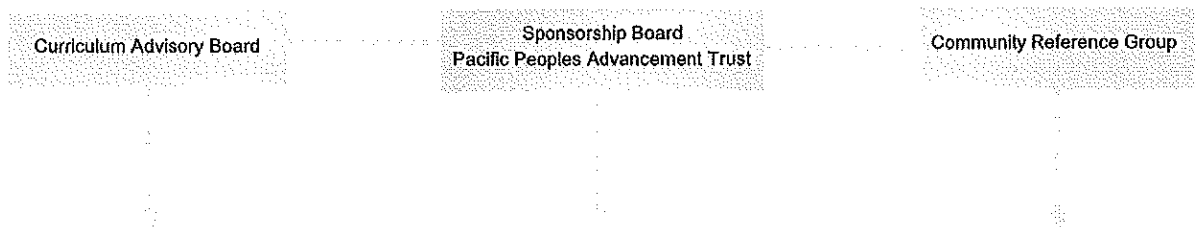
Changing structure: As outlined in the Organisational Structure section, PPAT are transitioning into establishing a school Board to provide the required leadership and sound governance of PASS.

Low enrolment numbers: This has been an issue, but we are confident that as we gain more credibility within our kainga and community, our numbers will increase through word of mouth.

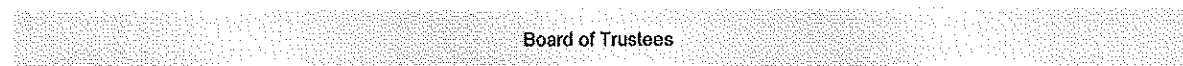
Appendix 1: Governance Structure

Governance Structure

Establishment Phase



Second Phase



Sponsorship Board Terms of Reference

The Sponsor is contracted by the Minister to provide educational services to students who enrol to attend the School on the terms described in the contractual Agreement and otherwise in accordance with the Education Act 1989 (the Act) and all other applicable laws, regulations, the terms of the Gazette Notice, and any applicable guidelines. For the avoidance of doubt, the Sponsor acknowledges that the Sponsor's duty to comply with all laws and regulations may mean that a future law or regulation supplements or overrides provisions contained in the contractual Agreement.

It is the Sponsor's sole responsibility to ensure that it is aware of any laws, regulations, rules or guidelines that apply to the Sponsor's operation of the School (including without limitation those relating to transport, buildings, health and safety, and employment) and otherwise to the Sponsor's performance of its obligations under the contractual Agreement.

Governance of PASS

Chief executive

The Sponsor may appoint any person to the role of 'chief executive' of the School. The person appointed does not have to be a Registered Teacher, but can be responsible for the day-to-day running of the school.

The Sponsor must notify the Ministry who has been appointed to the role of chief executive and must update the Ministry as soon as possible following a change in the person appointed to this role.

Notwithstanding the appointment of a chief executive, the Sponsor remains responsible for the performance of all obligations under the contractual Agreement and any duties, obligations and requirements of a sponsor under the Act.

Responsibility for teaching and learning

The Sponsor will ensure that, at all times, it has appointed a person employed or otherwise contracted by the Sponsor to be the person responsible for teaching and learning across

the School, who may or may not be the same person that is employed or otherwise contracted by the Sponsor to be the Professional Leader (as that term is defined in the Act). The Sponsor will ensure that any person appointed under paragraph (a) has a proven background in educational leadership.

Performance Regime

The Objectives of the Sponsor in relation to the operation and management of the School are set out in Schedule 6 of the contractual Agreement

Achievement or progress towards the achievement, of the Objectives will be assessed using the Performance Standards in the Performance Management System in Schedule 6 of the contractual Agreement as being an indication of whether the Sponsor is meeting immediate Objectives or is on track to meet future Objectives.

Curriculum Advisory Board Terms of Reference

The Curriculum Advisory Board is a standing committee of the PASS (School) Board of Trustees (BOT). The Curriculum Advisory Board is responsible for all curriculum matters relating to the School and will advise the BOT (PPAT) on all matters relating to the school's curriculum, including quality of teaching and learning activities. The Curriculum Advisory Board shall be responsible to the BOT:

- To advise the BOT on general education directions, policies and practices of teaching and learning
- To promote excellence in teaching and oversee quality management systems that relate to curriculum development and delivery
- To approve and review curriculum policy on delegated authority of the BOT
- To review the curriculum on a regular basis and make recommendations to the BOT As deemed necessary, for course changes
- To monitor the implementation and review of curriculum policies and undertake Reviews thereof
- To receive 6 monthly reports from the Principals on curriculum implementation and Delivery and student achievement data
- To advise on curriculum aspects of the School's Strategic and Annual Plans
- To approve and oversee the implementation of the School's curriculum plans
- To foster discourse on issues related to pre-tertiary and Pasifika education and the School's identity and Mission in the Sector
- To be informed and provide advice on the recommendations of internal and external Reviews of the School
- To exercise other functions relevant to curriculum delivery of PASS

Community Reference Group Terms of Reference

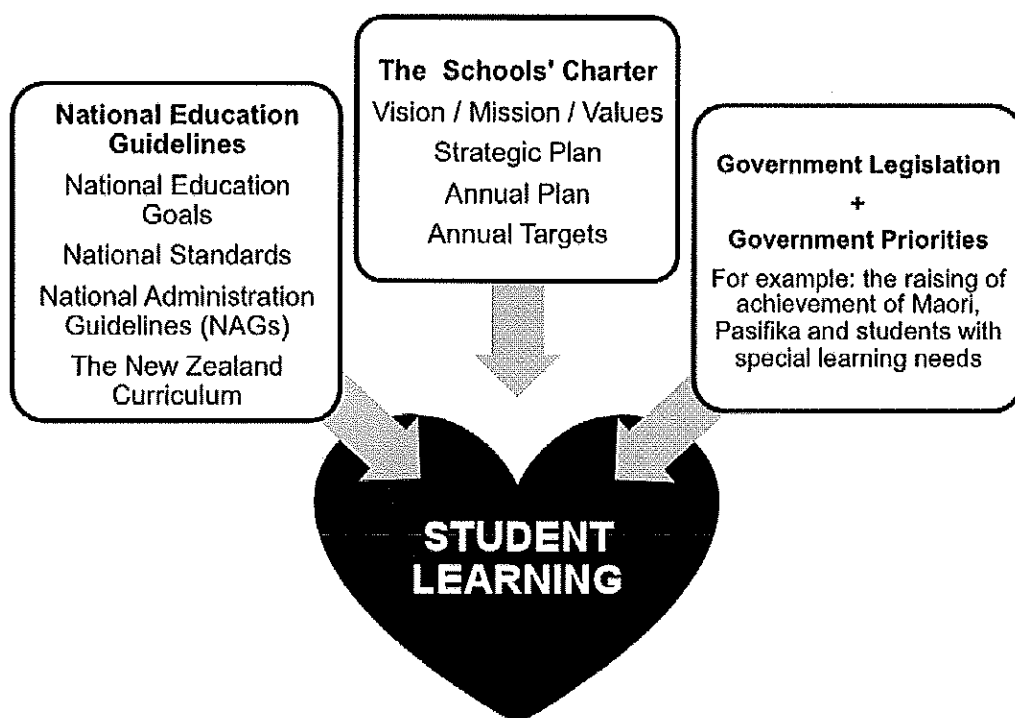
- To represent, and act as an advocate, for the Pasifika community in matters of education, social development and wellbeing.
- To monitor trends and to advocate for the appropriate level of service delivery to meet the needs of the community.
- To identify key needs and areas for improvement in services in the Brown Corridor.
- To act as a channel for community groups and organisations to access and connect to PASS.
- To provide strategic leadership to long-term community development and to provide a forward-looking perspective.
- To promote the current services available to the community to ensure utilisation of existing resources.

- To act as an environment in which formal and information networking between community members and organisations can occur.
- To formulate policy recommendations.
- To communicate and liaise with community organisations and special interest groups within the community of matters of interest and concern.

Board of Trustees Terms of Reference

The Board of Trustees' Role

- Boards of Trustees are responsible for the governance of schools. Their role is to provide guardianship and leadership to the school.
- The Board determines the school's direction and priorities by being responsible for the School Charter and by developing and implementing plans and policies.
- There is a range of government legislation and guidelines that Boards of Trustees must comply with.
- This includes the National Education Guidelines, which are made up of the National Education Goals, the National Administration Guidelines (NAGs), the New Zealand Curriculum and the National Standards.
- The diagram below illustrates how this all fits together to improve student learning:



The Board of Trustees' Responsibilities

- The legal and government requirements that Boards must meet are called the National Education Guidelines. These include the National Education Goals, the National Administration Guidelines (NAGs), the New Zealand Curriculum and the National Standards.
- To keep things simple, we have divided these requirements into eight areas of responsibility.
- We use these eight areas of responsibility throughout the handbook. They are illustrated in the diagram below.

- These eight areas provide a framework for Boards to undertake their work.
- The eight areas of responsibility can be described as follows:

| | |
|---|---|
| Plans and policies | •developing and implementing plans and policies |
| Student Achievement | •monitoring the achievement of students |
| Student engagement | •monitoring student engagement in learning and school activities |
| Learning programmes | •ensuring that the New Zealand Curriculum is implemented |
| Employment - | •applying good employer practices, including appraisal and professional support for the Principal and staff |
| School climate and environment | •ensuring that the school is safe and that there is a positive and healthy environment for students and staff |
| Asset management | •ensuring that the school's assets (finances and property) are responsibly managed |
| Community consultation and reporting - | •consulting with, and reporting to parents, the community and the Ministry of Education |

Appendix 2: Baseline Testing Data

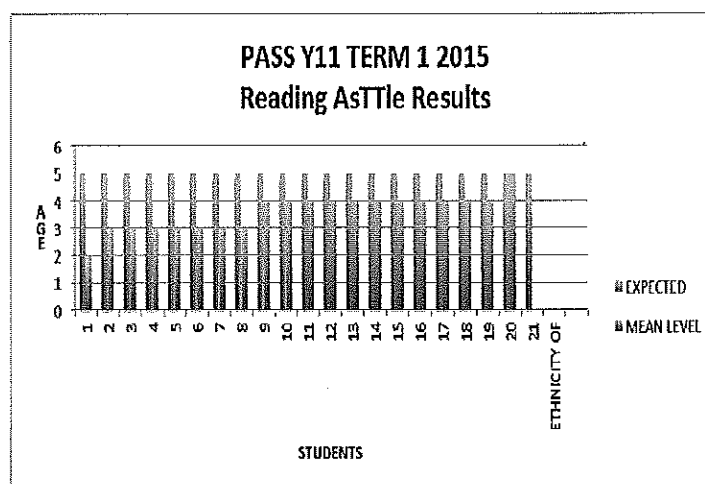
PASS – ENGLISH E-asTTLE RESULTS T1, 2015

| Students | EXPECTED | MEAN LEVEL |
|----------|----------|------------|
| 1 | 5 | 2 |
| 2 | 5 | 3 |
| 3 | 5 | 3 |
| 4 | 5 | 3 |
| 5 | 5 | 3 |
| 6 | 5 | 3 |
| 7 | 5 | 3 |
| 8 | 5 | 3 |
| 9 | 5 | 4 |
| 10 | 5 | 4 |
| 11 | 5 | 4 |
| 12 | 5 | 4 |
| 13 | 5 | 4 |
| 14 | 5 | 4 |
| 15 | 5 | 4 |
| 16 | 5 | 4 |
| 17 | 5 | 4 |
| 18 | 5 | 4 |
| 19 | 5 | 4 |
| 20 | 5 | 5 |
| 21 | 5 | 5 |

ETHNICITY OF STUDENTS

| | n | % |
|------------|----|-----|
| # Maori | 4 | 19% |
| # Pasifika | 17 | 81% |

The EAsTTle reading tool was used to collect the following data. Judgements about this cohorts literacy level revealed that for this particular test, 90% of the students tested below the curriculum expectation, of which 19% of those students are Maori. Differentiated targets for groups of similar students was attempted which allowed for the varying levels who are operating at, below and those requiring remedial intervention.



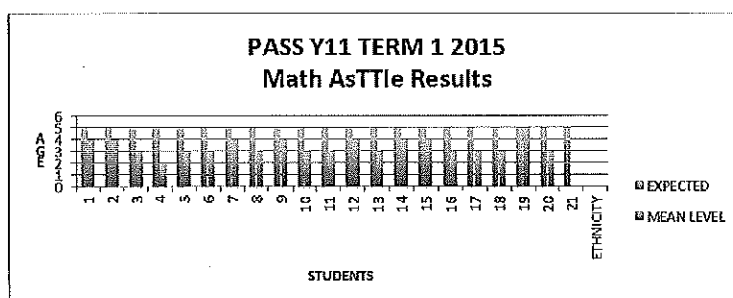
PASS – MATH E-asTTLE RESULTS T1, 2015

| Students | EXPECTED | MEAN LEVEL |
|----------|----------|------------|
| 1 | 5 | 4 |
| 2 | 5 | 4 |
| 3 | 5 | 3 |
| 4 | 5 | 2 |
| 5 | 5 | 3 |
| 6 | 5 | 3 |
| 7 | 5 | 4 |
| 8 | 5 | 3 |
| 9 | 5 | 4 |
| 10 | 5 | 3 |
| 11 | 5 | 3 |
| 12 | 5 | 4 |
| 13 | 5 | 3 |
| 14 | 5 | 4 |
| 15 | 5 | 4 |
| 16 | 5 | 3 |
| 17 | 5 | 3 |
| 18 | 5 | 3 |
| 19 | 5 | 5 |
| 20 | 5 | 3 |
| 21 | 5 | 4 |

ETHNICITY OF STUDENTS

| | n | % |
|------------|----|-----|
| # Maori | 4 | 19% |
| # Pasifika | 17 | 81% |

The EAsTTle math tool was used to gather base line data as well as formative assessment in preparation for the Number assessments in the first 3 weeks of term 1. Analysis of this data resulted in several of the cohort being withdrawn from the first Number achievement styled standard, results from asTTle indicated some were less than L3 and were subsequently started on a numeracy styled standard. 95% of the students tested below expectation, 15% of those students are Maori. Over a period of 9 weeks, the roll as increased from approximately 20 to 50 students and the increase has been gradual. This invariably must be considered when looking at any term 1 results.



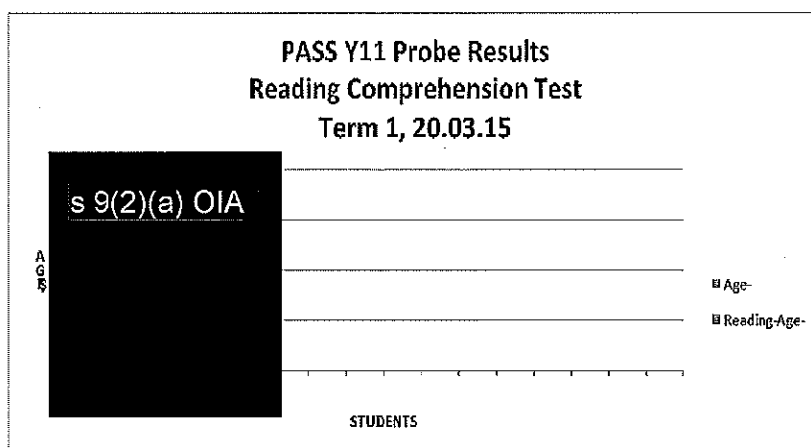
PASS PROBE RESULTS

| Students | Age | Reading-Age |
|---------------|-----|-------------|
| s 9(2)(a) OIA | | |
| | | |
| | | |

20.3.15. Probe Reading Comprehension Test. (Non-fiction Text)

Method:

1. Students tested on Probe Determiner Word list to identify approximate age appropriate test.
 2. Running Record with analysis of oral reading behaviour and comprehension analysis.
- Accuracy Rate (at least 96% to pass), Comprehension Rate (at least 70% pass).
3. 3/4 students ESOL arrived into NZ January and March 2015.
 4. 1 student disengaged learner, transferred from an Alt Ed programme to PASS.



Pacific Advance Senior School Financial Performance Quarterly Reporting

Quarter 1 - 1 January to 31 March 2015

| | Q1 | Q2 | Q3 | Q4/Annual | YTD |
|-------------------------------|---------|----|-------------------|-----------|-----|
| Total Income for Quarter | 537,327 | | | | |
| Total Expenditure for Quarter | | | s 9(2)(b)(ii) OIA | | |
| Operating Surplus | | | | | |

| | | | | | |
|---------------------------|------|--|-------------------|--|--|
| Total Current Assets | | | | | |
| Total Current Liabilities | | | s 9(2)(b)(ii) OIA | | |
| Working Capital | | | | | |
| Working Capital Ratio | 4.74 | | | | |

| | | | | | |
|-------------------|------|--|-------------------|--|--|
| Total Liabilities | | | | | |
| Total Equity | | | s 9(2)(b)(ii) OIA | | |
| Debt Equity Ratio | 0.22 | | | | |

| | | | | | |
|----------------------------------|--|--|-------------------|--|--|
| Operating Cash per Forecast | | | s 9(2)(b)(ii) OIA | | |
| Operating Cash at End of Quarter | | | | | |

| | | | | | |
|-----------------------------|----|--|--|--|--|
| Enrolment at end of Quarter | 51 | | | | |
|-----------------------------|----|--|--|--|--|

| | | | | | |
|-------------------------------|--|--|--|--|--|
| Financial Statements Attached | | | | | |
|-------------------------------|--|--|--|--|--|

Certification

I certify that Pacific Advance Senior School is solvent and will remain solvent.



s 9(2)(a) OIA

Signed

Name: Hamish Crooks - Trustee

Date: 29/04/2015

6.1 Risk Register

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

| Assess Risk | | | | Evaluate Risk | | | Monitor Risk | | Support from the Ministry | | | | |
|-------------|----------|----------------|-----------------------------|---|------------|-------------|--|---|---------------------------|------------|------------------------------|------------------------|---|
| # | Risk No. | Date Raised | Risk Type | Risk Description | Risk Owner | Risk Status | Controls (Things already in place within the organisation) | Mitigation (actions required) | Risk Rating | Risk Level | Comments and Updates | Date of Review | Please detail any support you require from the Ministry to manage the risk. Please be specific. |
| | 001 | Early Dec 2014 | Low numbers/Funding penalty | Low enrolment numbers may impact on funding for 2016 if the GMR is reduced. | PPAT | High | New recruitment plan in place. | Strengthen recruitment strategy Delegate a recruitment team Upgrade social media/websites Community promotion Strong communication with MoE and Auth Board. | | | 25 April, new plan in place. | Monthly Board meetings | |

6.2 Issues Register

An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.

| Identifying the Issue | | | | Analysing the Issue | | Evaluating the Issue | | Support from the Ministry | | | |
|-----------------------|-----------|----------------|-----------------------|--|----------------------|----------------------|--------------|--|---|----------------|--|
| # | Issue No. | Date Raised | Issue Type | Issue Description | Issue Owner | Issue Status | Issue Rating | Activity History and Resolution (incl. closure date) | Comments and Updates | Date of Review | Please detail any support you require from the Ministry to manage the issue. Please be specific. |
| | 001 | Nov 2014 | Governance | Change of governance structure and curriculum delivery | PPAT | Low | | Transitioning into a new BoT for PASS 6 th May 2015 | | Quarter 3 | |
| | 002 | April 2015 | Governance Support | Resignation of GF | MoE | High | | Position open from 18 th May 2015 | Relationship Manager to find a suitable replacement ASAP. | Weekly | Relationship Manager to find a suitable replacement ASAP. |
| | 003 | Early Dec 2014 | Low enrolment numbers | Low enrolment numbers Dec – 7 students Jan – 14 Feb – 17 April - 48 May – 53 Enrolling a Y11 cohort 2015, Y11-12 2016, Y11-13 2017 | PPAT/Project Manager | High | | | | Monthly BoT | |