



Pacific Advance Senior School

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 2nd QUARTER

For the period 1 April – 30 June 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
Quarter 2 Enrolment Count	59
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	Hamish Crooks
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
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.

Response: See Appendix 1: Organisational Chart

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.

The Board comprises members of the Pasifika community in Auckland with a wide range of relevant expertise and capability and are mandated to assist the school to achieve all its Objectives in an advisory capacity. A copy of the organisational structure and key responsibilities is attached. Whilst a Governance structure has been in place since the school's inception, 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, May 2015.

The school's Governance Facilitator is meeting regularly with school managers, the PASS Board and the Sponsor. The focus so far has been on articulating the Sponsor's obligations with all key stakeholders, the Board and Key management team, as they are outlined in its *Agreement* with the Crown. There has also been a renewed focus on understanding the Performance Management System section of the *Agreement*. All parties are fully cognisant and acutely aware of the importance of the Objectives, Performance Standards and Minimum Requirements. As a result, the format of this report and the information reported reflects this.

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.*

The Sponsor has taken steps to address the two issues that were identified by the Education Review Office in its Readiness Report (May 2015). These are to clarify the governance model so that the Sponsor has an effective and efficient governance model that will enable it to have oversight as well as ensuring its contractual obligations with the Crown are met and ensure the school's planning and reporting framework is well aligned to the Sponsors contractual obligations.

The Pacific Advance Senior School Board has been established and monthly meetings held. Its Terms of Reference empowered it to act as an advisory board to the Sponsor. The Board will assist the sponsor to meet its contractual obligations to the Crown, and support the school's Principals to manage the school. The Sponsor has developed a Principal's reporting template that aligns with the Sponsors contractual obligations. It is already in use. It is aligned to the Objectives, Performance Standards and Minimum Requirements stated in the Sponsor's *Agreement* with the Crown. This will ensure the Sponsor receives accurate and complete information from the Principals each month.

The school's Charter is currently been further shaped to ensure it clearly aligns with the schools objectives. The Sponsor has identified one Minimum Requirement it is currently not meeting. The Ministry of Education has undertaken to make changes to documentation to recognize the school as the Pacific Advance Senior School as the official Gazette notice names the school as Pacific Advancement Senior School.

The Sponsor has identified one contractual obligation it may not be currently meeting. The Ministry of Education has undertaken to clarify for the sponsor, the difference between religious education (not permitted) and religious instruction (permitted).

The school continues to enroll new students and will do so through the remainder of the year. Recently, new enrollees have typically disengaged from another local school because their poor attendance made it increasingly difficult for them to succeed. Late enrolled students typically arrive with few or no NCEA credits already banked. For some students, our goal is for them to return to school next year and achieve NCEA Level 1 over two years (2015 and 2016) and NCEA Level 2 in 2016. The school is working to immediately address absenteeism so as to lessen the chance for a student to revert back to their 'old habits'.

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.

THE MINIMUM REQUIREMENTS OF THE AGREEMENT

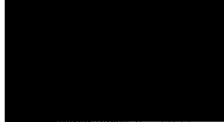
Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

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 18.4 of this Agreement;	✓		

3.1 Compliance with Minimum Requirements				
<i>Clause</i>	<i>Requirement</i>	<i>Met</i> ✓	<i>Not Met</i> ✓	<i>N/A</i> ✓
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			
<i>Clause</i>	<i>Requirement</i>	<i>Reason</i>	<i>Remedy</i>
16.1(c)	The Sponsor does not currently comply with the Gazette notice (school name Pacific Advancement Senior School).		MOE has undertaken to make changes to documentation to recognize the school as the Pacific Advance Senior School.
Refer to Schedule 1. 4	The Sponsor is not permitted to provide religious education to the students during school hours.	The school programme includes practises of faith as part of the special character of PASS (specifically it's values as Pacific peoples of Aotearoa), which are clearly outlined in the PSKH application, the schools charter and values. The Sponsor has requested the MOE to provide clarification of the difference between religious education (not permitted) and religious instruction (permitted) to ensure the school complies with its contractual obligations.	MOE has undertaken to provide clarification to the Sponsor.

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
Hamish Crooks (PPAT Board)		31/7/2015
<i>Name (Position)</i>	<i>Signature (electronic)</i>	<i>Date</i>

3. 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, Student Engagement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below. 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 1	Current Quarter 2	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	PROGRESSING TOWARDS	The school's efforts to build student self-esteem have been instrumental in helping students to re-engage in education and learning. Students report that they love coming to school. This is reflected in school attendance of 84.8% during the 2 nd quarter. Although all students undertake a core course of study of English, Mathematics, Science and Physical Education/Health, school managers have developed a personal education plan for each student and this records the goals and aspirations for the particular student.
	Student achievement data reflects high student engagement in their studies	MET	PROGRESSING TOWARDS	Initial NCEA results for internal assessment are encouraging. The proportion of students not submitting work for a particular standard is low. Approximately 90% of results, year to date, for work submitted are Achieved or higher.
	Evidence of integration of Pasifika-centred education activities into curriculum/teaching programmes	MET	MET	Pasifika-centred education activities are integrated into the programmes including emphasis on the Samoan language week celebrations during this quarter. Formal Aganu'u (cultural customs and practises) lessons in Samoan will be introduced in term 3 alongside the Maori, Tongan and Cook Island language weeks.
	Students and their Kainga report an increase in understanding/use and confidence in personal Pasifika language and culture	MET	PROGRESSING TOWARDS	Kainga who's children are not strong in their Pasifika or Maori cultures have commented that their children are developing interest in learning more about their culture and identity.
To develop the 2016 Curriculum	A curriculum development plan is in place to serve the learning needs of the students beyond 2015	NA	PROGRESSING TOWARDS	Initial thinking and discussions are developing, i.e. projected numbers of students, timetable, subjects offered, staffing and room allocation etc. A plan will be in place by the end of term 3.

4.1.2 Objective 2: Achieving Pasifika Student Success				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
To ensure high levels of achievement comparable to similar decile rated schools and expectations are attained	Achievement levels will be monitored, targets set, benchmarks met and students working towards the next NCEA level.	PROGRESSING TOWARDS	PROGRESSING TOWARDS	The school continues to gather base-line data. Each student who enrolls at the school is tested (e-asTTie) so that teachers know the curriculum level at which the student is functioning for literacy and numeracy. The school is in the process of developing procedures to monitor student progress towards attaining 80 NCEA credits. It has identified that recently enrolled students arrive having attained very few credits (if any) at their previous school. The school intends to continue to enrol students with the expectation to establish a foundation on which success can be built in 2016. Late enrolling students are likely to achieve their first NCEA certificate in their second year of study but there is an expectation they will achieve up to 40 NCEA credits in 2015.
	Principals report each term on effectiveness of initiatives/interventions implemented through data such as attendance, discipline, achievement and leaver's destination.	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Discipline: school managers have reflected at length on the school's procedures for managing student behaviour. A draft procedure has been presented to the Sponsor and the Sponsor has required further work to be done to it. The overall strategies remain unchanged. The strategies are: <ul style="list-style-type: none"> • Recognise and reward good behaviour and set high expectations of behaviour and self-management for all students • Involve coaches (student support team) early in addressing poor behaviour and communicating with families Leaver's destination: The school is underway with plans to ensure each current student returns to the school in 2016. For students for whom this may not be the case, the school is aware that it must ensure the student's transition is well managed. Principal's Reporting: The Sponsor has adopted a new Principal's Reporting template. It is aligned to the Objectives, Performance Standards and Minimum Requirements stated in the Sponsor's Agreement with the Crown. This will ensure the Sponsor receives accurate and complete information from the Principals each month.

4.1.3 Objective 3: Achieving Pasifika Student Engagement				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
To improve attendance of students	Implementation of strong attendance follow up procedures	PROGRESSING TOWARDS	PROGRESSING TOWARDS	The school is strengthening its procedures to follow up absenteeism. Central to this is the early involvement by Coaches to address absences and communicate with families.
	More parents would report absences	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Progress has been made with individual parents of students of most concern. The school has had success with some parents, but not as much with others. The school will continue to work with individual parents.
	Statistics are analysed and reported to the Board every term	PROGRESSING TOWARDS	PROGRESSING TOWARDS	This has been incorporated into the Principal's reporting template. The Principal reports monthly to the Sponsor.

4.1.4 Objective 4: Engaging Pasifika Families and Communities				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Engaging parents and Kainga	The community identifies with the school and its vision	MET	PROGRESSING TOWARDS	The school held successful Kainga Celebration evenings at the end of term 1 and 2. Approximately 80 people attended the term 1 evening and 160 people attended the term 2 evening. Kainga shared personal testimonies of their child's success or love for attending school. Testimonies included their support for the vision of the school.
	Kainga feel they are in a partnership with the school to support their	PROGRESSING TOWARDS	PROGRESSING TOWARDS	The school's open door policy continues to provide high communication links between staff, student and Kainga. Kainga are comfortable to call in to school or book appointments to discuss their child's learning and/or behaviour needs. Kainga will leave the school with an agreement and plan of action at hand.

4.1.4 Objective 4: Engaging Pasifika Families and Communities				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
	child's learning			
	The school has effective processes for engaging Kainga when students are enrolled	MET	MET	This process remains the same.
	Kainga actively participate in the school in a variety of ways.	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Kainga attended two celebration evenings during quarter one and two. The school held an NCEA information night for kainga facilitated by NZQA. The meeting was delivered in the English, Tongan and Samoan languages.
	Kainga feel they are listened to and valued	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Kainga appreciate the schools culturally responsive practices when they visit the school. Whenever Kainga visit at times for more serious concerns, they appreciate the opportunity to talanoa over the issues in order to seek mutual understanding, respect and restored justice between family and the school.

4.1.5 Objective 5: Inspiring and well informed, culturally competent staff				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
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	PROGRESSING TOWARDS	The school operates a performance management system that monitors staff performance on an ongoing basis. Appraisal goals are set according to the strategic goals of the school and the 12 'registered teacher's criteria' set out by the Education Council. The Principals provide weekly opportunities for staff to discuss best practice in teaching, learning and cultural responsiveness in programmes.

4.2 Student Achievement

See Appendix 2a: Student Achievement Workbook and Appendix 2b: NCEA Statistics to 1 July 2015

Please complete the Student Achievement template fully to record your Schools' qualitative student achievement results.

4.1.1 Academic Successes

Please comment on the successes the School has had since the beginning of the year.

Response:

The overall achievement for the NCEA results during term one was at 83.4% for assessments that students completed. This improved during term two so that the overall results to 1st July 2015 for Achieved Grades, or higher, is at 89%. In 2014, the national rate was 2.2%, for Achieved or higher grades for Level 1. However, there is still room for improvement in terms of the quality of grades awarded, i.e to increase the number of Merit and Excellence results.

For PASS Pasifika students, results are very favourable and the overall achievement is 91% to date compared with a national rate of 75% in 2014. For Maori, PASS is 78.5% compared to the national rate in 2014 of 76%. PASS has a very small number of Maori students (15% of a total roll of 59) and therefore the percentile difference is insignificant.

4.1.2 Areas of particular strength

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

Response:

The school is so pleased with the way students are grasping and taking advantage of what is essentially a second chance at secondary education. Among many other examples, we have a student who 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 and is motivated to obtain NCEA Level 2 by the time he leaves school. The school is truly providing him with a second chance.

In year one, the school is not delivering the NZ curriculum in any dissimilar ways to other schools. The school does provide however, a strong Pasifika/Maori (Polynesian) family environment inclusive of strong faith based values, the provision of meals, family time and attention towards the students with a large dose of education around developing fanau ola (family wellbeing). The management team 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.

4.1.3 Areas where opportunities exist for development

Please comment on areas where self or external identified opportunities exist for development.

Response:

Attendance: Many of the students had a history, at their former school, of high absenteeism. The schools model of whānau and family, and co-principals as 'parents' has hugely contributed to improving student attendance. For some students, however, old habits are proving more difficult to change.

Diversity of learners: Approximately 90% of the students have entered the school below level 6 of the NZ Curriculum. Many have entered intermittently in the first six months of the year. It is a huge undertaking for the teachers to tailor learning to the specific needs of the individual who are at below levels whilst aiming for the NCEA L1 achievement goals.

Late enrolments: Students transitioning to PASS at this late stage of year come with few, if any, credits from their previous school. s. Many of these students had disengaged from their learning at their previous school. This presents another challenge for the school to re-ignite their aspirations and to keep them at school. Realistically, these students' NCEA aspirations will be achieved across 2015 and 2016.

4.1.4 Plans (if any) to address areas of improvement

If 4.1.3 is applicable, please detail any plans to address areas of improvement.

Response:

Attendance: During the third quarter, the school will fine tune the role of the 'coaches' and require them to respond more quickly to student absence from school. This change will need to strike the right balance between coaches assisting students in their academic classes and coaches working with students and families to address truancy/absenteeism.

Diversity of Learners: The school has begun a collaborative journey reflecting on best practice that caters for our diverse range of Pasifika and Maori students through regular staff PD opportunities, and a staff/student PD experience exploring a technology project based approach to learning. An IT strategy will be developed over the next quarter encompassing a range of ideas and approaches that are proven by others, and are deemed appropriate by staff, its students and community. Based on these discussions and experiences, teaching staff have already made adjustments to their planning & practice in preparation for Term 3.

Late enrolments: The Principals and teaching staff have identified the need for a smooth but robust transition for these students. A strategy is to be developed early in Term 3.

4.1.5 Changes and enhancements to contracted curriculum and/or learning areas

Please comment on any changes or enhancements to your contracted curriculum framework and/or learning areas.

Response:

NIL

4.1.6 Context to Student Achievement Data

Please provide context to the Student Achievement data (Appendix) on your progress towards the student achievement metrics set out in the Agreement (Schedule 2, Annex A). Please comment on:

- *Proportional movement from baseline by year level.*
- *Details around how this information is developed – teacher judgement, assessment tools (detailing the tools used), etc.*
- *The use of external educational providers.*
- *The use of external moderation etc.*

Response:

The school collected English and Mathematics e-asTTle data in Term 1. All new entrants into the school are also tested close to their entry date. The data is used to provide a snapshot of the learner's literacy and numeracy levels on entry to enable the teachers to plan a balanced programme. Other assessment tools are used where needed such as PROBE for the ESOL learners.

Teachers use their overall teacher judgements where needed to affirm a student's skills and knowledge. The school was granted Consent to Assess by NZQA during the last quarter and follow a robust internal and external moderation process provided by the Principals. Teachers take responsibility to find an external subject specialist to moderate the students work. These professionals are based at schools both locally and as far as the far North. The moderated samples of students work has been pleasing and has affirmed the judgements of the teachers.

With reference to the Student Achievement Data, there are 41 students that the school is confident they are on track to achieve NCEA L1. These students mainly consist of those who enrolled at the beginning of the school year. The other 18 are not on track because of the following reasons:

- 5 students are identified as ESOL
- 8 students are late enrolments and demonstrate inconsistent attendance to school and are performing below curriculum level 6
- 5 students are performing below curriculum level 6

The school expects that the 18 students identified will obtain NCEA L1 over 2 years.

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 Quarter 1	Current Quarter 2	Comments
0.028 multiplied by the number of Students multiplied by the number of days the School is open	BASELINE: $0.028 \times 48 \times 40$ = 53.76 ACTUAL: = 33.48	BASELINE: $0.028 \times 59 \times 52$ = 85.90 ACTUAL: = 76.07	The Q1 figures have been reviewed as the school reported the data against the school term dates rather than the Quarterly dates. The adjusted figures are reflected here.

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 Quarter 1	Current Quarter 2	Comments
2.1 days per year per 100 Students	0	0	The school aims to intervene early in concerning incidences. The Principals follow up face to face with Kainga to discuss issues and to form mutual agreements to manage student behaviour.

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 Quarter 1	Current Quarter 2	Comments
0.42 days per year per 100 Students	0	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 Exclusions (for students under the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1	Current Quarter 2	Comments
0.15 days per year per 100 Students	0	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 Quarter 1	Current Quarter 2	Comments
0	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 Quarter 1 (%)	Current Quarter 2 (%)	Comments
2-5%			

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

4.4.2 Working Capital Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
2:1	4.74:1	4.59:1	As we settled into a normal operating quarter we have slightly decreased our working capital ratio but we are still well above the performance standard of 2:1. Main issue is carrying set up funding forward as we develop the school in stages. Operating working capital due mainly to cash in bank is very strong. Current liabilities are at acceptable levels with billing cycle within 1 month and current and no longer payment cycles at this stage.

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
0.5:1	Estimated ratio is 0.22:1	0.25:1	This ratio is below the performance standard which is good again attributed to carrying only current debt within 1 month billing cycle and secondly keeping a property and asset leasing approach within budget targets. Equity is strong due to mainly a strong bank balance which 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 Quarter 1 (\$)	Current Quarter 2 (\$)	Comments
Positive cash flow forecast = actual	positive Cashflow	s 9(2)(b)(ii) OIA	After allowing for current liabilities we have maintain a positive Cashflow. The high cash balance has been maintained cashflow to cover commitments

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (#)	Current Quarter 2 (#)	Comments
100	48	59	

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 Quarter 1 Roll	Current Quarter 2 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	48	59	100%
Comments (if any): Māori Students = 15%, Pasifika Students = 85%. 100% of students that are enrolled at the school identify themselves as either Maori or Pasifika descent.			

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"> West Auckland (Henderson) = 3% Central Auckland (Waterview, Mt Wellington, Mt Albert, Otahuhu, Onehunga, Avondale) = 25% South Auckland (Manurewa, Manukau, Flatbush, Otara, Favona, Papatoetoe, Mangere) = 72%

4. 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:

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. This is expected to be completed by the beginning of term 1, 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 continue to host Kainga dinner celebrations with our families every term. Attendance has increased by 50% between the 2 dinners in the last quarter. There is a high traffic of text messaging between Kainga and staff members regarding pastoral matters, requests or concerns which seem to be the most convenient form of communication for Kainga. Only a small number of parents communicate via email.

Our Kainga whānau room is now available to be used anytime during the day and also while waiting for their children. There is an increase of academic and pastoral communication between Kainga and staff members within this informal space.

A 'Hui Tauutuutu' (a reciprocal meeting) has been set up early in term 3 between Kainga, staff and students to share progress and needs of the students Personal Education Plan.

As part of our positive role modelling and empowering of students' initiatives, a number of community leaders from a range of vocational and special interest backgrounds have been invited to address the students with words of encouragement and sharing their own personal stories of journeying through education and pursuing their dreams and aspirations.

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		

<i>PT networking and engaging with local ITO's to develop a Vocational arm to our 2016 curriculum</i>		
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.
Pacific Boxing	Boxing skills lessons.	3 hours per week.
Hallelujah Worship Centre (Otahuhu)	Community engagement and recruitment.	The Senior Pastor fully supports the school and promotes new enrolments.
Indian Christian Fellowship (Otara)	Mentoring support, holiday programmes	Where needed.
Otahuhu Mangere Youth Group	Mentoring, holiday camps	Developing networks.
INZONE (Epsom)	Mentoring, leadership camps	Chosen leaders attend camps.
Auckland City Council	Student leader interviews	Meetings focusing on what youths need in the Otahuhu area.
Buck Stowers – Genetics Training	Mentoring	Mentoring – obesity.
Pacific Dance NZ Le Moana Dance Coy (Porirua)	Pasifika dance workshops.	3 hour workshop (one off)

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, YouTube.</i>
NIL		

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 e.g. family, parent, community group	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.

Response:

NIL

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:

The continued enrolment of students throughout the year presents the following challenges:

1. Already disengaged students are entering the school with nil or little NCEA results.
2. Students are entering the school with significant gaps in their learning, i.e. are performing below level 6 of the New Zealand curriculum.
3. Some students are entering the school with a record of 'continued absence' from previous schools. Accountability systems are in place to manage this but has been unsuccessful at retaining all of those students.

Teachers are finding it challenging 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. Ongoing professional development including engagement with external providers is needed for teachers. These will be arranged as part of the staff PD meetings facilitated by the leadership team or external support where necessary. This is becoming a matter of some urgency.

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:

NIL

Pacific Advance Senior School

Governance structure and overview of responsibilities

Pacific People's Advancement Trust (PPAT)

- established 2005
- an umbrella Pasifika organisation focused on raising aspirations and achievement of Pasifika youth
- sponsor of the Pacific Advance Senior School
- Board chair: Michael Jones

Pacific People's Advancement Trust Board

- Entered into a contract with the Minister of Education for the operation of a Partnership School.
- Responsible for meeting the sponsors obligations in the *Education Act 1989*, and the *Agreement with the Crown* including meeting the 'minimum requirements', performance standards and reporting requirements.
- Employer of all PASS staff members.
- Responsible for the prudent expenditure of the establishment grant, operation payments or other monies intended for governing, managing and operating the school.
- Contracted with the building owner for the lease of the school premises.

Pacific Advance Senior School (PASS) Board

- established May 2015
- to assist PPAT to effectively govern the school
- Board chair: Michael Jones

PASS board members appointed by PPAT board.

- Assists the PPAT board to fulfill its rights, duties and responsibilities, including:
- providing guardianship and leadership to the school
- supports the Sponsor to comply with government legislation and guidelines
- undertaking effective self-review

Pacific Advance Senior School

- opened February 2015
- providing a values based education for Pasifika, by Pasifika and in a Pasifika context
- enrolling Year 11 students in 2015 and year 12 and 13 students in the following years
- led by co- principals

Led by two **co-principals** who lead and manage the school on a day-to-day basis

Responsibilities include:

- implementing the vision, strategic plan, annual plan and decisions of the PPAT board
- undertaking staff professional development and appraisal
- managing the school's operating budget
- managing the school's assets
- managing student behavior
- reporting on student achievement
- Assisting the PPAT board to undertake self-review

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 Please detail any support you require from the Ministry to manage the risk. Please be specific.			
	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
001	001	Early Dec 2014	Low numbers/funding penalty	Low enrolment numbers may impact on funding for 2016 if the GMR is reduced.	PPAT	Open	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.	Rare	Minor	Q2 Comments:Recruitment plan progressing well, establishing relationships with middle schools. Open days set for Q3. Communication and promotion is consistent. In the second quarter the net increase in the roll was 11. We are anticipating and planning for a similar increase in the third quarter. As of 30 July, our roll is already up to 54.	Monthly Board meetings	
002	002	July 1, 2014	Capability/Capacity	Continued acceptance of new enrolments is increasing the already wide range of learning needs below curriculum level 5.	PPAT	Open	Basic ESOL support Attendance follow up After hours tutorials	Staff PD More effective use of support staff (coaches)			Already disengaged students are entering the school with nil or little NCEA results. Students entering with record of 'continued absence' from previous school. Difficult to retain.		

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		
	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.	Please detail any support you require from the Ministry to manage the issue. Please be specific.
001	Nov 2014	Governance	Change of governance structure	PPAT	Low	Closed	Transitioning into a new BOT for PASS 6 th May 2015.	Q2 Comments <ul style="list-style-type: none"> PASS advisory board in place and meeting monthly to support PPAT. GF is providing guidance to the Sponsor and school management ensuring understanding of contractual agreement and governance responsibilities. 	Quarter 3		
002	April 2015	Governance Support	Resignation of GF	MoE	High	Closed	Position open from 18 th May 2015	Q1 Comment: Relationship Manager to find a suitable replacement ASAP. Q2 Comment: Governance facilitator engaged from 18 th May 2015	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 - 46 May - 53 Enrolling a Y11 cohort 2015, Y11-12 2016, Y11-13 2017	PPAT/Project Manager	High	Open		Q2 Comment: <ul style="list-style-type: none"> Enrolment Update Student admissions Dec - June = 69 Student withdrawals March - June = 10 Student numbers (monthly) Dec - 7 students Jan - 14 Feb - 31 March - 48 April - 52 May - 65 June - 59 	Monthly BOT	MOE to invite other schools to alert PASS when a student leaves.	

Pacific Advance Senior School


Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	537,327	537,330			1,074,657
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	4.74	4.59			4.59
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.22	0.25			
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	51	59			59
Financial Statements Attached	Yes	Yes			Yes

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: 31/07/2015

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 11-13 students

Number:	714
Name:	Pacific Advance Senior School
Total Students	59

NCEA	(Tracking to) get level 1		(Tracking to) get level 2		(Tracking to) get level 3		Total entered
	Number entered	Proportion	Number entered	Proportion	Number entered	Proportion	
All students	41		0		0		41
Māori	s 9(2)(a) OIA						41
Pasifika							8
Other							33
Male							0
Female							24
							17

NCEA	(Tracking to) get level 1		(Tracking to) get level 2		(Tracking to) get level 3		Total
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 11							41
Year 12							
Year 13							

s 9(2)(a) OIA

PACIFIC ADVANCE SENIOR SCHOOL
NCEA STATISTICS TO 1ST JULY 2015

Success Rate	PASS statistics to 1/7/15	National statistics 2014
Mathematics	E = 3.2% M = 12.3% A = 63.6% NA = 20.8%	E = 8.6% M = 17.3% A = 57.5% NA = 16.5%
English	E = 13.6% M = 18.8% A = 65.9% NA = 1.7%	E = 13.4% M = 23.9% A = 43.3% NA = 19.3%
PE/Health	E = 7.6% M = 24.4% A = 45.9% NA = 22.1%	E = 18.5% M = 28.4% A = 36.8% NA = 16.3%
Science	E = 15.8% M = 21.1% A = 44.7% NA = 18.4%	E = 15.6% M = 26.2% A = 37.8% NA = 20.3%
Overall NCEA Student Results	E = 9.4% M = 20.4% A = 59.4% NA = 10.8%	E = 13.6% M = 23.6% A = 44.9% NA = 17.8%
Pasifika NCEA Student Results	E = 10.2% M = 19.9% A = 60.9% NA = 8.9%	E = 6.8% M = 17.7% A = 50.6% NA = 24.9%
Maori NCEA Student Results	E = 4.6% M = 23.1% A = 50.8% NA = 21.5%	E = 7.2% M = 17.8% A = 50.8% NA = 24.2%

**NB: Results extracted from the school's student management system
On 1st July 2015.**

