



TE KURA MĀORI O WAATEA

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	Te Kura Māori o Waatea
Year Levels	Y1-8
Quarter 2 Enrolment Count	37
School Address – Physical	31 Calthorpe Close, Mangere
School Address – Postal	P O Box 23 398 Hunters Corner Auckland
Website Address	www.waatea.school.nz
Name of Key Contact	Wyn Osborne
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Tania Rangiheuea s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	[REDACTED]

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 Chart

There has been no change to the organisational structure made during this quarter, nor are there any anticipated changes.

The relationship between the Sponsor and the Kura Governance Board continues to function well. It has met once a month for the quarter and received performance reports from the Tumuaki and financial reports from the Sponsor's executive representative.

s 9(2)(a) OIA

The Sponsor and the Kura Governance Board has received support from the Kura Hourua Governance Facilitator Lex Hammill and his team, [REDACTED]. Their assistance has included work on our Governance management policies and procedures.

The Sponsor (MUMA Head Office) continues to provide back office support to the Kura and to the Kura Governance Board, e.g. administration of all income and expenditure, payroll, general resourcing of Kura operations, etc.

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.

Response:

The Kura continues to perform well overall. The roll is steadily increasing and we are confident that our roll target will be met sometime during the final semester.

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The support of two Kura Governance Board members, [REDACTED], has seen significant advances made on curriculum documentation, resulting in overall improvement in teacher practice. Our teaching staff engage in weekly **professional development** and have participated in our visits to Sylvia Park, Michael Park, Rongomai and Ranui primary schools. These sessions have been extremely helpful by assisting our staff to make consistent and valid assessments and teacher judgements.

The classroom curriculum activities have been expanded to include Tae Kwon Do (as part of health and physical education) and the Young Engineers programme (as part of technology, science and math) which is funded by Tainui Education. Education outside the classroom activities have included visits to Auckland Stardome (Matariki study), fortnightly visits to Mangere Library (english reading programme), Mangere Mountain Education Centre (tikanga Māori, science, social sciences), and the Auckland Zoo (science, social sciences).

Our Kura is also a registered Enviro School and our staff have been working with the local Enviro Manager to implement the programme. In October, our Kura will lead a local cluster of schools at our marae.

We are also working on developing and strengthening our focus on inquiry learning, inquiry teaching activities and outcomes.

The Kura has also been successful in gaining support from The Commission of Financial Capability and the Ministry of Business, Innovation and Employment for a financial literacy programme for whānau and students. We are in the process of developing the programme format and expect to commence rolling it out over the next 2-3 months. We expect the programme to increase whānau engagement with our Kura as well as strengthening their financial literacy skills and capability.

We employ a recruitment team comprised of graduate students from Auckland University to roll out our recruitment programme, the activities of which will intensify during term four. The Waatea Early Childhood Centre is a key contributor to the success of our **Kura enrolment** strategy.

Our **New Entrants Transition programme** that is overseen by teaching staff in the ECE and new entrants class is operating very well. New entrants transition into the Kura over a 3-4 week period thereby limiting the amount of disruption experienced.

The availability of **Whānau Ora services** is continuing to prove invaluable. In a recent example of this, Whānau Ora services were able to work with two Kura whānau by placing them in respective housing which led to great outcomes all round. One of the families has two children in our Kura and one in ECE, and the other whānau has one child placed in the Kura and one in ECE. As a result the Kura retained three tamariki on the roll with no disruption to their schooling.

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 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(t)	<i>The Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.</i>	Our Kura is the only Charter school that uses Assembly SMS. We have experienced some issues with Assembly that was not set up to provide for Charter school reporting on a term/quarterly basis. This has caused confusion amongst our teachers and resulted in delays in reporting. We also underestimated the extent of time and effort required to meet the quarterly reporting deadlines, i.e. carry out assessments and report on them during the initial start up year of the Kura. Compared to mainstream schools, the reporting requirements for Charter schools are doubled. It would be fair to say that our teachers and children are 'assessment fatigued.'	<p>We have held two PD sessions for our teachers and administrators with SMS staff to address this problem. This has now been rectified and we do not expect any further issues going forward.</p> <p>We have now established a systems approach to reporting and increased the level of support to Kura teachers and management so that reporting is on time and robust.</p> <p>Teachers will be provided with more release time to complete their assessments, data analysis and hypothesis testing to ensure that our reportage to Ministry is on time and robust.</p>
16.1(p)	<i>the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.</i>	We were late delivering reports for 30 April and 31 July. See explanation above	As above
16.1(q)	<i>The Sponsor reports to the Minister in accordance with clause 18.3 of this Agreement;greement;</i>	As above	As above

3.3 Sponsors Declaration

I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.

<i>Rodney Wyn Osborne</i>		<i>31 July 2015</i>
Print Name & Position	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, 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: To provide a kura where children are highly valued and educated in an inclusive and safe environment with the collaborative support and effort from parents, whānau, staff and community.		Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Goal(s)	To employ high quality fully qualified teaching staff	All teaching positions are fully qualified	MET	MET	All teachers and our learning assistant are employed full time.
	To implement Whānau Ora support for whānau	Whānau Ora Kāiārahi attached to Kura	MET	MET	We have one fulltime Whānau Ora Navigator attached to the Kura who works with whānau, particularly those reluctant, to engage fully in their child's learning.

4.1.2 Objective 2: To provide an education within a bilingual setting in support of the revitalisation of te reo Māori		Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Goal(s)	To employ staff that are bilingual	All teaching staff are bilingual	MET	MET	Our infant teacher is undertaking te reo Māori lessons held weekly at our marae to improve her competency in te reo – all other staff are bilingual.
	Te reo use will be woven throughout all teaching activities	Waiata will be actively taught and practiced	MET	MET	Learning of waiata is a core component of our curriculum.
		Teacher greetings and instructions will be in te reo	MET	MET	Te reo Māori is interwoven in all aspects of our learning programme including mihimihini, karakia and waiata.

4.1.3 Objective 3: To incorporate Waldorf education practices where they align with kaupapa Māori principles and add to the educational outcomes and achievements of the kura		Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Goal(s)	Connections will be made with Steiner teachers and knowledge experts	Interactions will occur on a regular basis with Steiner teachers and knowledge experts	MET	MET	Two of our teaching staff have had PD sessions at Michael Park school and their early childhood centre.
	Compatible curriculum components will be adopted	Curriculum components that resonate with Steiner principles will be identified	MET	MET	Our Kura values are aligned to Steiner values, e.g. whānau, manaakitanga, rangatiratanga.
	Whānau Engagement	Regular meetings with whānau, whānau are fully engaged	MET	MET	Whānau hui are held once each month and we expect whānau to engage in their child's learning which we support through our Whānau Ora programme. Regular notices are sent to parents to keep them updated regarding Kura activities. Our kura website and facebook pages provide a means to keep whānau engaged as does our Whānau Ora navigator who does home visits as required.

4.1.3 Objective 3: To incorporate Waldorf education practices where they align with kaupapa Māori principles and add to the educational outcomes and achievements of the kura				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Safe transition into classroom by students	Students understand the transition from outside environment to classroom learning space	MET	MET	As our classrooms are located inside the wharehau, students are taught to respect their special learning spaces. Similarly, they are taught to respect the area of the marae where they play and perform outside learning activities.
Creative Learning programme is established	Art and music classes are in place	MET	MET	Each class has one hour per week art sessions taught by a dedicated art teacher. Music teachers were employed at the start of Term 2 however, more planning work was required and they will now be teaching in Term 4. In the meantime, tamariki are learning waiata and kapa haka.
Every child feels valued	Child participates willingly in all classroom activities and is fully accepted by peers. Student LEP's highlight and build upon student strengths and interests	MET	MET	We regularly reinforce our Kura values each day. We expect and teach students to be kind to each other and to understand differences and diversity which each child brings to the learning environment. We focus on each child's strengths and capacity to achieve their learning goals.
				Our tuakana-teina modelling allows for students to demonstrate our Kura values of manaakitanga, whānaukatanga and rangatiratanga.

4.1.4. Objective 4: To ensure that our students attain high levels of achievement in literacy and numeracy, and across all nine core Te Marautanga o Aotearoa learning areas and in accordance with National Standards				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
To implement a curriculum that supports high levels of literacy and numeracy achievement	The curriculum receives on-going evaluation and improvement	MET	MET	We are embedding an Inquiry approach to improve teaching effectiveness. Our teachers are encouraged to regularly interrogate their teaching practice by posing questions regarding whether and how they are addressing the need for our students to be successfully engaged with learning activities that are aligned to important and justified outcomes. Those outcomes are prescribed in our Kura pathway to excellence statements.
The teaching staff are confident at, and able to, teach the curriculum	Suitably skilled and experienced teaching staff are employed	MET	MET	We have no reservations about our teachers' abilities and qualifications to teach the students.
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessment is completed in first semester	MET	MET	Meta-baseline data including prior school information, parent and student feedback and special needs assessments allows teachers to set realistic and achievable goals. Teaching plans and actions are aligned to help students achieve outcomes which are important to them and justified. Our Kura inquiry approach to teaching and review processes allow us to regularly reflect on teacher actions vis a vis student outcomes.
The tamariki are assessed so that realistic learning achievement goals can be set	Baseline assessments occur regularly for new tamariki	PROGRESSING TOWARDS	MET	As above. New students are assessed within their first two weeks and an individual education plan is developed.
Priority learners are identified and adequately provided in class and school wide learning programmes	Assessments are moderated and confirmed, priority learners identified, strategies for meeting the needs of priority learners	MET	MET	Our priority students were identified and their progress is being tracked. Meta-baseline data including prior school information, parent and student feedback and special needs assessments allows teachers to set realistic and achievable goals. Teaching plans and actions are aligned to help priority students achieve outcomes which are important to them and justified. Our Kura inquiry approach to teaching and review processes enable us to regularly reflect on teacher actions vis-a-vis priority student outcomes. In some instances, ability grouping of students will be an effective option.

4.2 Student Achievement

See Appendix 2: Student Achievement Data, Appendix 3: Student Assessment Data and Appendix 4: Shift Effect data for Reading, Writing and Maths

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

4.2.1 Academic Successes

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

Response: *See Appendix 4 for Shift Effect Data for Reading, Writing and Math*

MATH

Year One: We have had pleasing results in Year one Maths with an average increase across the eight number modules of 51.4%, with the exception of module six where there was no improvement. The increases for the other modules were:

- M1 60% by one level
- M2 40% by one level
- M3 40% by one level, 40% by two levels
- M4 60% by one level
- M5 80% by one level
- M6 no change
- M7 40% by one level
- M8 60% by one level.

To reach the target level of Early Level One across all eight modules, the following percentage increases are targeted for the end of the year:

- M1 15%
- M2 15%
- M3 15%
- M6 100%
- M7 30%
- M8 45%.

We believe that we are on track to achieving these targets, notwithstanding that module six poses the greatest challenge. Overall 25% of the students tested in this year are at the target level, 12% are well below and 63% are below.

Year Two: We are reasonably satisfied with the results for this class. Across all modules, the improvements were:

- M1 80% by one level
- M2 80% by one level
- M3 20% by three levels, 60% by one level
- M4 80% by one level
- M5 80% by one level
- M6 20% by one level
- M7 60% by one level
- M8 60% by one level.

Overall 63% of students in this year are at or above the target level and 27% are below the standard.

Year Three: We have had variable success across all eight modules for Year three. The percentage of students who achieved the standard of Early Level Two across all eight modules are:

- M1 58%
- M2 8%
- M3 83%
- M4 58%
- M5 33%
- M6 0%
- M7 0%
- M8 0%

There is considerable progress to be achieved by all students for modules 6 and 7. For example, in respect to Module 6, 17% of students have two levels to achieve and 83% have three levels to achieve the standard. For Module 7, 50% of students have two levels to improve upon, 16% have one level to achieve and 24% have three levels to achieve. In respect of Module 8, 25% have one level to achieve, 50% have two levels to achieve and 25% have three levels to achieve. Overall, 73% students are below the standard, 18% are well below and 9% are above.

Year Four: Half of the students in this year are below the standard expected, 33% are well below and 33% are at the standard.

READING

Although there have been marked improvements in the student's reading levels from the beginning of the year, much more progress is still required.

Year One: N=8 One student was well below the achievement level (12.5) and seven students were below (87.5%).

Year Two: N=8 Two students were well below the achievement level (25%), three students were below (37.5%), one was at the level (12.5%) and two were above (25%).

Year Three: N=11 Seven students were well below the achievement level (63.6%) and four were below (36.4%).

Year Four: N=6 Four students were well below the achievement level (33.3%), two were below, one student was at the level (17%) and one was above (17%).

Progressive data for all years in the three curriculum areas between the first and second reporting periods showed the following results:

Math (N=25)

Three students went down by one level (12%), 18 stayed at the same level (72%), and four students went up by one level (16%).

Reading: (N=25)

Two students went down by one level (8%), 17 students stayed the same (68%) and six students went up by one level (24%).

Writing (N=25)

Three students went down one level (12%), 18 students stayed at the same level (72%) and four

students went up one level (16%).

The progressive data results indicate that approximately 71% of our students remained at the same achievement level between the first and second assessments across all three curriculum areas.

4.2.2 Areas of particular strength

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

Response:

We are receiving reasonably good results in maths across all classes where 33% are at or above the achievement level and 56% are below. There is scope for improvement in Term 3 to focus on the 15 students who are achieving below, and raise them one level to meet the standard. By the end of the year, we expect to have a fair proportion of that group achieving at the set level.

4.2.3 Areas where opportunities exist for development

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

Response:

A greater focus on **reading** in all classes is needed. There are opportunities to raise achievement levels in reading through the addition of creative learning strategies. For example, we will introduce game strategies to improve knowledge of essential words (word swat game), peg matching for letter identification and blends, etc.

Through our Inquiry teaching approach, we will continue to identify subjects that interest the student most and tailor their reading accordingly. Some children respond more positively to one-on-one reading support, so we will model our tuakana-teina approach to strengthen the reading abilities of children by partnering them with those in a higher reading age level.

Those children who are excelling in reading will receive extension work so that their own reading levels are undiminished. We will increase whānau engagement by having reading days when whānau come into the classroom to support their child's reading. Our reward system will be extended to include awards for most engaged reader, most progress and best reading helper.

In respect of **Teaching Practice**, we will examine what our teachers and kaiawhina need to support and grow their practice in teaching literacy (reading, writing and oral language):

- Based on the expectations for the reading programme for Term 3 and 4, what areas do teachers and Kaiawhina need support in or PD learning, both individually and collectively?
- Develop a PD plan that includes professional learning provided both internally and externally.
- Determine how this plan will be resourced.

We plan to carry this work out in Term 3 and as a result, teachers will have identified their own and collective needs for professional learning to ensure they are providing effective reading programmes. A professional development plan will have been implemented and have a positive impact on teaching practice.

Further refinement of our **writing programme** is needed, in particular, identifying the key elements of our writing programme that will be implemented in the literacy programme in each class. During Terms 2 and 3, we will:

- Discuss, debate and determine the key elements of a writing programme that the kura will implement in each class i.e. genre, diary, free writing, crafting writing, integration with topic, etc. These elements will address the key areas of concern determined above.
- Discuss, debate and determine how teachers mark books and provide feedback to students.
- Discuss, debate and determine how spelling skills will be addressed in the writing programme, and linked to reading.
- Determine the timeframe and routines for an effective writing programme per class/level i.e. number of writing sessions per week, book set up, word banks, use of dictionaries, etc.
- Access and develop resources to best implement the programme.
- Formulate a template for writing plans for each group, identifying learning intentions, practice activities, etc.
- Develop a system for peer review and writing planning to provide feedback.

4.2.4 Plans (if any) to address areas of improvement

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

Response:

There are two areas of improvement which are high priorities for us:

Inquiry Teaching

We will work on improving our Inquiry teaching approach so that teachers are clear about how their actions impact on student outcomes and vice versa. We want our teachers to be aware about what is happening for students when they are teaching and how through continuous and thoughtful inquiry about which outcomes matter for a particular student for any given moment:

- the extent to which their teaching is aligned to help students achieve their goals or outcomes,
- the extent to which the student are engaged in their learning activities, and
- whether the assessment data and other information that they use is relevant.

Our **review processes** across all areas including curriculum, staffing, operations and management. These all need to be refined so that all staff are aware and engaged in review activities. This is high priority as our Inquiry approach to teaching and learning demands a robust and on time system of review. It is clear that more work in this area is required in Term 3.

4.2.5 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:

There are no changes to our contracted framework or learning area. In this quarter, we introduced the music programme and our early childhood to primary education transition programme is well established with teachers from both working well together. The addition of the Young Engineers programme and Financial Literacy programmes in Term 3 will enhance the science, technology and maths curriculum areas.

4.2.6 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:

Proportional Movement from Baseline by Year Level

Progressive data for all years in the three curriculum areas between the first and second reporting periods showed the following results:

Math (N=25)

Three students went down by one level (12%), 18 stayed at the same level (72%), and four students went up by one level (16%).

Reading: (N=25)

Two students went down by one level, 17 students stayed the same and six students went up by one level.

Writing (N=25)

Three students went down one level (12%), 18 students stayed at the same level (72%) and four students went up one level (16%)

See Appendix 4 for Shift Effect Data for Reading, Writing and Math

Details Around How This Information is Developed (i.e. Teacher Judgement, Assessment Tools (detailing the tools used), etc.)

We used JAM for Years 1, 2 and 3 and GLOSS for year 4 students when assessing math levels of our tamariki. We used *Running Records* for reading and *Astle* and *e-Astle* for writing across all year levels. Supplementary spelling data was gained by using *Schonnell* for Years 3 and 4 students.

Teacher judgements are influenced by in-class observations, student responses, student learning review surveys, moderation and reviews with and by other teachers, parent, student surveys and teacher documentation. Through OTJ's, we can:

- Determine current achievement levels for all students and establish goal levels (i.e. level of progress planned for each student)
- Identify required skills and knowledge to move students through each level (i.e. learning progressions), and
- Establish key areas of concern and development that need to be addressed across the learning programmes (per class and per group).

The Use of External Education Providers

We have benefitted from the support of RTLB who assisted us through the collection, analysis and moderation of baseline data. One of our teachers came from a Kura Kaupapa and had no prior experience with the assessment tools. She has since received PD support from our academic lead and RTLB in this area.

The Use of External Moderation

s 9(2)(a) OIA

s 9(2)(a) OIA

We used RTLB, Governance Facilitator, [REDACTED] and Assembly staff member [REDACTED] to externally moderate our baseline and subsequent assessment data.

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
0.01 x the number of students x the number of days school is open (0.01*37*67 = 24.79	0	79	<p>During the quarter (67 days), there were 79 (full days) instances in total of unexplained absences from 23 students. Of those absences:</p> <ul style="list-style-type: none"> ▪ 10 students for one day; ▪ 1 student for two days ▪ 6 students for three days, ▪ 1 student for four days, ▪ 2 students for five days, ▪ 1 student for seven days, ▪ 1 student for nine days ▪ 1 student for ten days. <p>We have been working with Attendance Services (Strive Trust) and our Whānau Ora navigator to address the issue with our chronically absent students who have had three or more days absence without justification.</p>

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
0	0	1 student (4 days)	One child was stood down for a period of four days for a serious incident. During that period, we worked with the Ministry, RTLBS, parents, Kura Board to remedy this matter.

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	0	0	There were no suspensions this quarter

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.

4.3.3 Exclusion (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	0	0	There were no exclusions this quarter

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 5: 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	3:1	4:1	

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	1:3	1:3	

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

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (#)	Current Quarter 2 (#)	Comments
Establishment Roll (60)	38	37	At 46 students as of 3 rd August 2015. There are 11 children to transition from Waatea ECC over the coming month. We are on track to achieve minimum roll by end of year.

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%	38	37	100%
Comments (if any): Currently we have 46 enrolled students, with 2 coming in two weeks time and 12 to transition from Waatea Early Childhood Centre by the end of November 2015.			

4.5.2 Student Enrolments
Please provide in <u>percentages</u> the geographical locations where you are drawing your students from.
Response: 12% from Papatoetoe 88% from Mangere

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:

We have been finalising the design of our first classroom duo. The goal is to complete consents during August with a construction start date in September. Ideally, the classrooms will be available in December and this will allow the teaching staff to start settling in prior to the end of the 2015 school year.

The existing facilities have been serving us well and we expect to continue to use the wharehau in some way well into the future.

The roll continues to grow and the Waatea ECC is proving to be a valuable contributor to this growth. The ECC role is currently in the mid 30's and is also set to grow with the new ECC facility now under construction. In 2016 the ECC will have a potential roll of 80-90. This will ensure that the Kura has a steady stream of new entrants whose parents have already bought into the philosophy.

The Kura has started to turn its attention on to the Steiner pedagogy and how components can be identified and utilised. Engagement with the MPS Kindergarten and Lower School has been initiated. The focus at present is on parent lead craft activities, which can be easily replicated at Waatea. This move will establish a source of some organic and natural product-based resources.

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:

Our information is captured through student enrolment, Whānau Ora registration and on-going data, parent information surveys issued at each whānau hui, and parent-teacher meetings. We are able to gather information regarding the needs of whānau and the children at our kura with more ease. Having a small roll, staff are able to engage on a daily basis, particularly with those whānau who drop off and collect their children each day. Some of those whānau participate in our end of day karakia session and are able to talk to staff informally. Through our enrolment and recruitment processes, we have captured data that provides us with insight regarding some of their specific needs and aspirations. For example, when a parent applies to enrol their child, the goals and expectations of the Kura are made known to them and their agreement to support their child in their learning is a pre-requisite. We offer Whānau Ora services to each parent to support their engagement with the Kura and that data is readily available to the Kura. Through our Sponsor, we have strong links into the community. We understand the needs of our whānau and the extent to which our Kura is pivotal to building their resilience.

A Marae Setting

MUMA Kura Hourua has the advantage of being able to involve whānau and community through the Waatea marae setting which is inclusive of all whānau, Hapu and Iwi.

Ma te tangata, ka whakamahana te whare – through people, the house is warm

The marae is a space for members of the community to come together, share, speak and eat, where the concept of manaakitanga which places value on hospitality, care and humility underpins the attitude throughout the school. Often enough, education institutions are daunting experiences for whānau that have very little experience in the education system. The marae setting can break down barriers and relieve insecurities, providing a sound environment for whānau to become more involved in the learning process.

Marae protocol will be practiced at all times e.g. powhiri will be conducted to formally welcome first-time students, whānau and members of the community. After the formal welcome, they are no longer considered 'strangers' or 'visitors', but as part of the life force of the marae and school. This

gives our whānau, who are considered urban Māori, the opportunity to re-connect to their culture and provide an enriching environment for whānau.

Parent Engagement Days

The Parent Engagement Days provide a platform for parents to voice their opinions, suggestions or concerns regarding the school's direction and/or their child's learning. Held within a marae setting will enable free-flow and non-judgemental communication.

Parent Engagement Day is a chance for teachers and parents to establish relationships early on in the year. Teachers will present an overview of their annual curriculum with an example activity for parents to participate in. This will help to communicate to the parents that the teacher is genuine, has the best interests of the child in mind, and is passionate about their child's achievement. This is also an opportunity for the school to provide brief introductions into parent training programmes (e.g. the 'Reading Together' programme) which offer a pathway for parents wanting to assist with their child's learning progress. We held a Parent Engagement Day this term and plan to hold another in Term 4. The one-on-one parent-teacher conversations focussed on achievable goals and reviewing the child's learning progress and IEP. Our intention is for parents to take a vested interest in developing their child's learning and we set benchmarks that they too can proactively support. Parent Engagement Days are an opportunity for us to showcase to whānau and community what each class is learning. It instils school and cultural pride amongst students, and enables meaningful discussions between whānau, communities and the school to take place. At the end of each term, students and teachers hold a concert for whānau to showcase the main kaupapa and learnings for the term. Our studies on Matariki and our local community, history and environment were the focus of our concertns. We have had excellent turnouts by whānau (approximately 75% of whānau attend).

Newsletters – Panui, Kura Website and Social Media (Facebook)

Kura newsletters are regularly sent home to keep whānau informed of school events and classroom activities etc. We have yet to send these newsletters to community organisations, Iwi and relevant stakeholders to update them on school learning progress and school achievement, however our Sponsor and management who have representation of key community Boards etc, disseminate regularly news about our Kura. Our Kura Website and Facebook page enables us to reach beyond the newsletter audience of parents. More on-going work in this area is needed to maintain the regularity of posts.

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.

Partnering Organisation	Description of the Partnership	Level of Involvement students and/or staff involved; approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
Auckland Council Mangere Library	Library Services	5 hours per week for years 1 & 2, all students involved, teacher and a teacher aide involved
Auckland Council Mangere Bridge Library	Library Services	5 hours per week for years 3 & 4, teacher and a teacher aide involved
Auckland Council Enviro Schools	Provides recycling bins and lectures	2 hours per month, on-going recycling programme in school. All students and staff involved
Oasis Education	Teacher Relief Services	0.4 teaching appointment
COMMUNITY ORGANISATIONS AND GROUPS		
MUMA	Whānau Ora	Whānau ora navigator engages with parents 0.5 position
ICAN Music	Music tuition in class	2 hours per week

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 E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.	NATURE OF STORY	WEB-LINK (if available online) E.g. to a news website, Radio NZ, You Tube.
Radio New Zealand	Learning methodologies employed including Steiner and bilingualism	<u>Charter schools vary approach to Māori</u>
Native Affairs – Māori Television	Charter school a potential answer to Māori educational failure	<u>Charting Success</u>

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
None		

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 <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
No complaints received		

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:

No amendments

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 6: 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:

Our risks centre around some minor uncertainties relating to meeting enrolment targets and potential delays with the building project due to unforeseen issues. We also have concerns regarding the level of talent willing to work with us considering the reputation of Charter Schools in general. We're hoping to build and develop our own image as a Kura Hourua and strengthen positive communication and engagement with whānau and communities.

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:

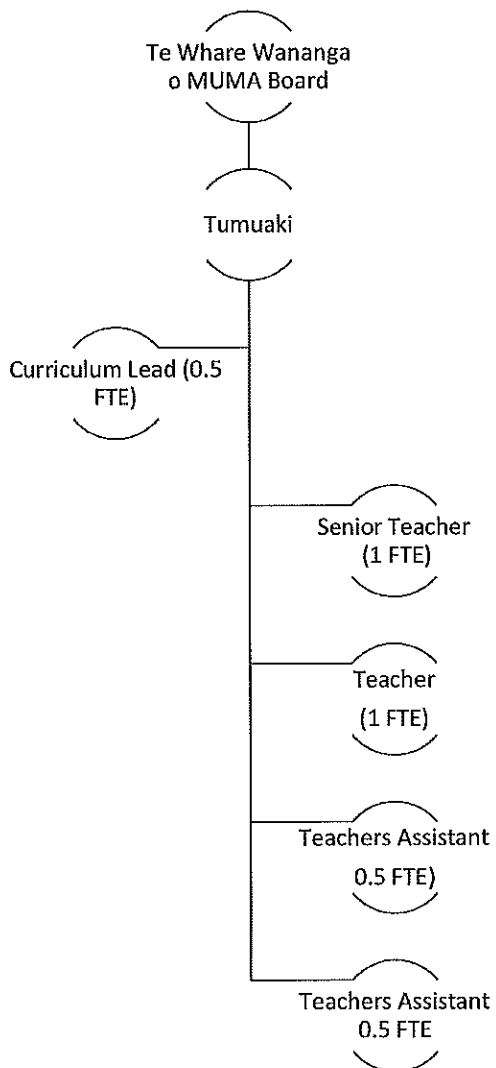
We've had a number of issues arise in the last quarter, most notably is our exclusion from the Tamaki Principals Association. We've been able to put our own Professional Development plans in place and build our own networks but it also means that we're starting something new and have limited options available. We are hoping that the Ministry may be able to facilitate a meeting between parties or look to start and strengthen a Charter School association or something similar.

We've included Assembly Training as part of our Professional Development plans for all teachers to help address some of the user difficulties we've experienced recently. There are some minor Health and Safety issues which we're addressing and some around student behaviour. As a result, we have needed to bring in a personal learning assistant and meet with whānau.

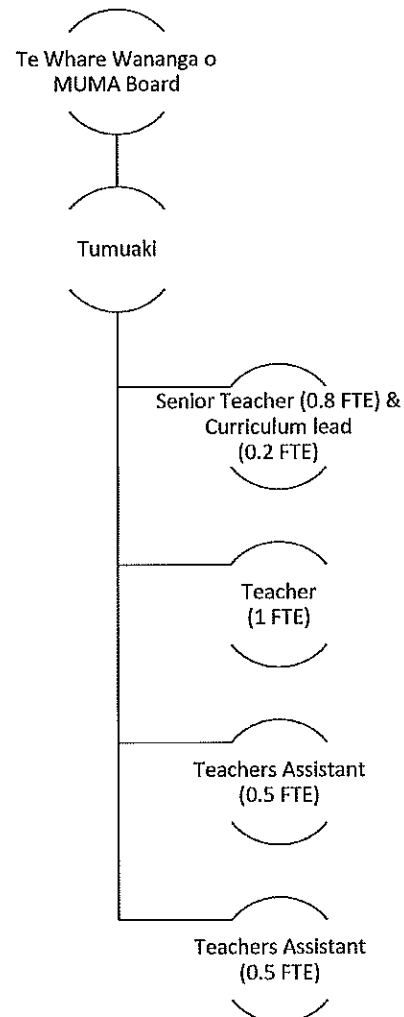
Appendix 1: Organisational Chart

Te Kura Maori o Waatea – changes to Organisational Hierarchy

OLD



NEW



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	03/12/2015	Capability/Capacity	Poor attendance due to transportation constraints	Sponsor	Open	<ul style="list-style-type: none">Two vans operatingRecruiting bus driver (Full License, Class 2)	<ul style="list-style-type: none">Effective communication of transport options, scheduling and expectationsVarious options available for bus driver	Possible	Major	<ul style="list-style-type: none">School vans are required to perform two routes each	On-going	Ministry to investigate any funding options available to support transport costs.
002	09/02/2015	Health & Safety	Serious injury or harm caused due to traffic flow at drop-off and pick-up points	Sponsor	Open	<ul style="list-style-type: none">SignageMarae staff awarenessPick-up and drop-off zones clearly marked	<ul style="list-style-type: none">Exclusive pick-up and drop-off points undergoing development	Possible	Moderate		30 Jun 15	
003	09/02/2015	Health & Safety	Serious injury or harm, or safety risk caused from unenclosed play area	Sponsor	Open	<ul style="list-style-type: none">SignageTeacher duty rosterMarae staff awarenessRelocation of staff parkingMarae security	<ul style="list-style-type: none">Erect wire mesh fence along boundary between playground and driveway	Possible	Moderate		30 Jun 15	
004	16/04/2015	Strategic	Enrolment targets not met due to transitory whanau	Sponsor	Open	<ul style="list-style-type: none">Flexible starting agesMarketing activities maintainedWhānau engagement for long-lasting relationships	<ul style="list-style-type: none">Increase size of ECC to strengthen referral pipeline	Likely	Moderate	<ul style="list-style-type: none">ECC is currently being built which will give an extra 50 licensed spaces	On-going	
005	05/05/2015	Strategic	Kura is unable to increase number of rooms due to property issues	Sponsor	Open	<ul style="list-style-type: none">Engagement with MSDSecuring resource consents	<ul style="list-style-type: none">Agreement with MSD reached	Rare	Major		30 Jun 15	
006	05/05/2015	Financial	Kura is unable to increase number of rooms due to nil cost savings	Sponsor	Open	<ul style="list-style-type: none">Partnerships established with other funding sourcesFund raise with Sponsor	<ul style="list-style-type: none">Fund raise with Sponsor	Possible	Major		30 Jun 15	
007	29/05/2015	Strategic	Future enrolment targets not met due to delayed building completion	Sponsor	Open	<ul style="list-style-type: none">Engaged with architect and building group	<ul style="list-style-type: none">Building completed on time	Possible	Major	<ul style="list-style-type: none">Plan projections show that buildings will be completed by Feb 2016	On-going	
008	01/06/2015	Health & Safety	Serious illness or harm caused by flooding in the front area (high flood zone)	Sponsor	Open	<ul style="list-style-type: none">High flood zoned marked off during torrential rain	<ul style="list-style-type: none">Levelling of ground level upon new build start	Possible	Major		On-going	
009	24/06/2015	Reputational	Quality teaching staff not secured due to negative media	Sponsor	Open	<ul style="list-style-type: none">'Charting Success' documentary releasedAll media matters	<ul style="list-style-type: none">Transparent communication around positive educational outcomes and teaching	Likely	Moderate		On-going	

					dealt with by Sponsor CEO ▪ Website of Kura and Sponsor portray positive stories	experiences				
010	24/06/2015	Reputational	Future enrolment targets not met due to negative media	Sponsor	Open	<ul style="list-style-type: none"> 'Charting Success' documentary released All media matters dealt with by Sponsor CEO Website of Kura and Sponsor portray positive stories 	<ul style="list-style-type: none"> Transparent communication around positive educational outcomes and student-whānau experiences 	Likely	Moderate	On-going

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	09/02/2015	Health & Safety	Verandas classed a high trip hazard	Sponsor	Closed	Low	<ul style="list-style-type: none"> Add visibility strip to the top of steps in front of veranda Closed 15 Feb 15 	<ul style="list-style-type: none"> Visibility strips added 	As required	
002	23/02/2015	Capability/Capacity	Library required to meet demand for books	Sponsor	Closed	High	<ul style="list-style-type: none"> Relocate office and paint Added shelving Books purchased and picked up Closed date 26 Mar 15 	<ul style="list-style-type: none"> Library functioning 	N/A	
003	16/03/2015	Capability/Capacity	The blended classroom is making learning difficult for older tamariki due to distractions	Sponsor	Closed	High	<ul style="list-style-type: none"> Partitioning Move class 2 into adjoining whare Closed 31 Mar 15 	<ul style="list-style-type: none"> Class 2 has moved into adjoining whare Improvements to learning environment confirmed New Entrants Teacher employed to assist transitioning tamariki 	N/A	
004	12/04/2015	Capability/Capacity	Behavioural issues of a single child causes distractions for others to learn	Sponsor	Open	High	<ul style="list-style-type: none"> RTL Assessments conducted Whānau Hui conducted Learning Assistant has been employed and allocated 	<ul style="list-style-type: none"> Tumuaki working hard to retain this student and his whānau (5 tamariki enrolled) 	On-going	
005	26/05/2015	Health & Safety	Unlevelled grounding in Marae area classed a high trip hazard	Sponsor	Closed	High	<ul style="list-style-type: none"> Clearly mark hazard area Closed 26 Apr 15 	<ul style="list-style-type: none"> Permanent markings in place 	N/A	
006	13/05/2015	Technical	Usability of Assembly (student management system) impacting on reporting and assessment timelines	Sponsor	Open	High	<ul style="list-style-type: none"> Training for Administration and Tumauaki Data Analyst and IT Specialist contracted 	<ul style="list-style-type: none"> Sponsor's Data Analyst and IT Specialist involved with Training and Development of staff 	On-going	
007	14/05/2015	Stakeholder Relationships	Charter schools excluded from the Tamariki Principals Association	Sponsor	Open	High	<ul style="list-style-type: none"> Own Personal Development Plan in place Own networks being 	<ul style="list-style-type: none"> Networking and quality PD options are limited 	30 Jun 15	Ministry's reach in opening up this space or helping charter schools come together and collaborate on this

Te Kura Māori o Waatea

Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	171,885	314,941			486,826
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	4.02	4.07			4.05

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

Total Liabilities					
Total Equity					
Debt Equity Ratio	0.33	0.33			0.33

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

Operating Cash per Forecast					
Operating Cash at End of Quarter					

Enrolment at end of Quarter	38	37			37
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Financial Statements Attached	Yes	No			
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Certification

I certify that Manukau Urban Maori Authority is solvent and will remain solvent.

Signed

Name: Rodney Wyn Osborne

Date: 07 August 2015

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	
Name:	Te Kura Maori o Waatea

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	12	36.4%	16	48.5%	2	6.1%	3	9.1%	33
Māori									
Pasifika									
Other	0		0		0		0		0
Male	6	33.3%	9	50.0%	2	11.1%	1	5.6%	18
Female	6	40.0%	7	46.7%	0		2	13.3%	15

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	12.5%	7	87.5%	0		0		8
End of Year 2	2	25.0%	3	37.5%	1	12.5%	2	25.0%	8
End of Year 3	7	63.6%	4	36.4%	0		0		11
End of Year 4	2	33.3%	2	33.3%	1	16.7%	1	16.7%	6
End of Year 5	0		0		0		0		0
End of Year 6	0		0		0		0		0
End of Year 7	0		0		0		0		0
End of Year 8	0		0		0		0		0

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	
Name:	Te Kura Maori o Waatea

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	17	51.5%	7	21.2%	5	15.2%	4	12.1%	33
Maori									
Pasifika									
Other									
Male	10	55.6%	4	22.2%	3	16.7%	1	5.6%	18
Female	7	46.7%	3	20.0%	2	13.3%	3	20.0%	15

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	2	25.0%	2	25.0%	3	37.5%	1	12.5%	8
End of Year 2	2	25.0%	3	37.5%	1	12.5%	2	25.0%	8
End of Year 3	8	72.7%	2	18.2%	0		1	9.1%	11
End of Year 4	5	83.3%	0		1	16.7%	0		6
End of Year 5	0		0		0		0		0
End of Year 6	0		0		0		0		0
End of Year 7	0		0		0		0		0
End of Year 8	0		0		0		0		0

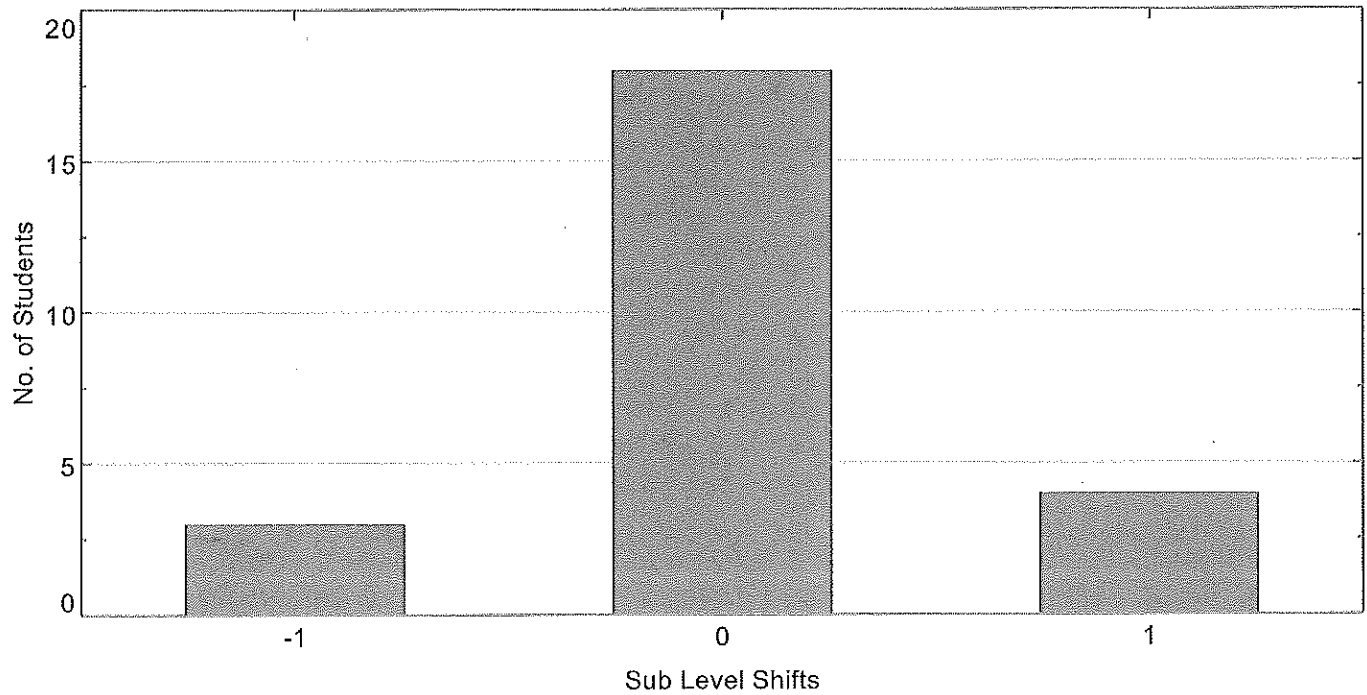
Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	
Name:	Te Kura Maori o Waatea

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	12.1%	19	57.6%	7	21.2%	3	9.1%	33
Māori									
Pasifika									
Other	0		0		0		0		0
Male	0		12	66.7%	5	27.8%	1	5.6%	18
Female	4	26.7%	7	46.7%	2	13.3%	2	13.3%	15

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	12.5%	5	62.5%	2	25.0%	0		8
End of Year 2	0		3	37.5%	3	37.5%	2	25.0%	8
End of Year 3	2	18.2%	8	72.7%	0		1	9.1%	11
End of Year 4	1	16.7%	3	50.0%	2	33.3%	0		6
End of Year 5	0		0		0		0		0
End of Year 6	0		0		0		0		0
End of Year 7	0		0		0		0		0
End of Year 8	0		0		0		0		0

Sub Level Shift Report

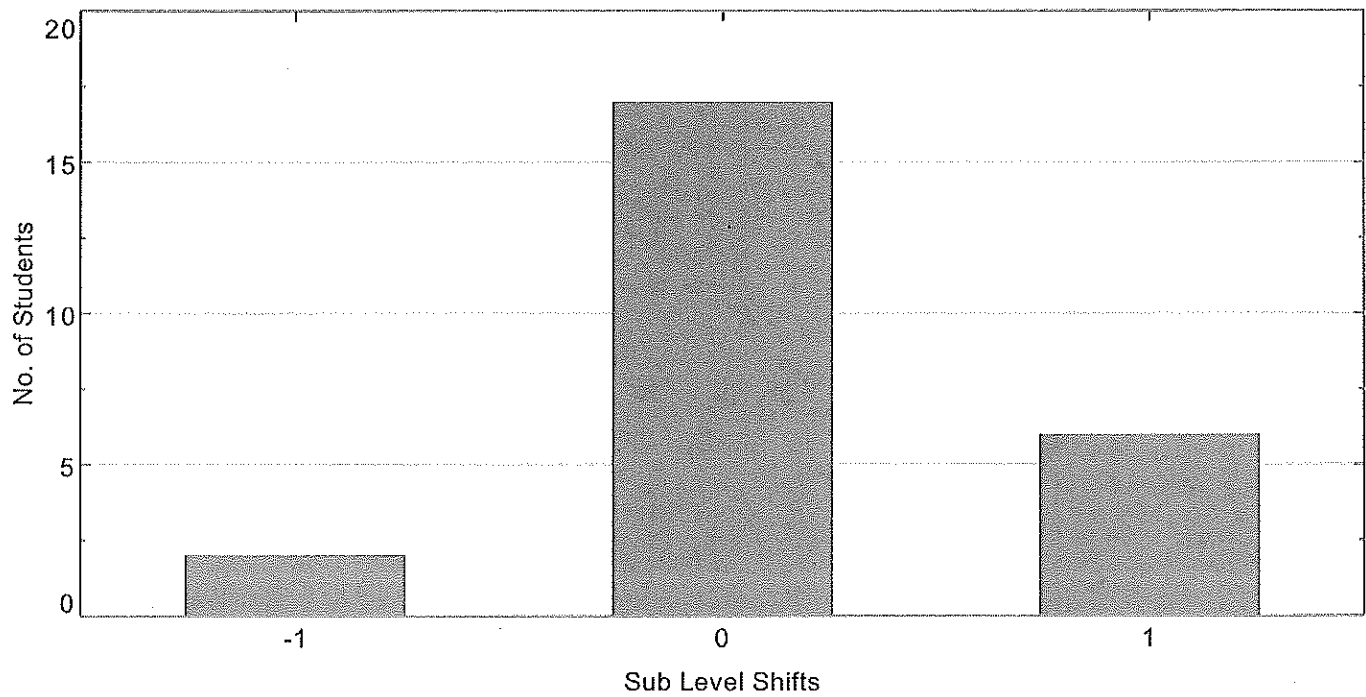


Time 1	Time 2
T1 Overall Teacher Judgement 2015	T2 Overall Teacher Judgement 2015

	Sub Level Shifts	-1	0	1	Total
Mathematics	No of Students	3	18	4	25

REDACTED

Sub Level Shift Report

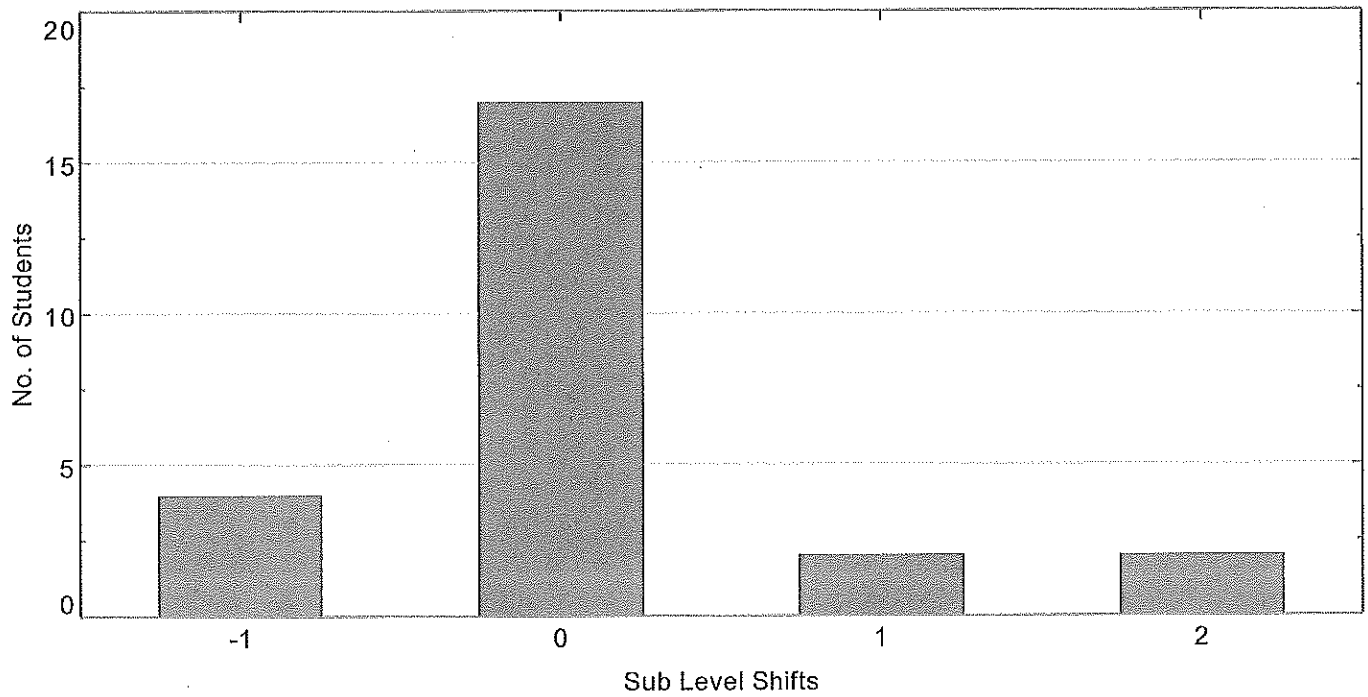


Time 1	Time 2
T1 Overall Teacher Judgement 2015	T2 Overall Teacher Judgement 2015

	Sub Level Shifts	-1	0	1	Total
Reading	No of Students	2	17	6	25

REDACTED

Sub Level Shift Report



Time 1	Time 2
T1 Overall Teacher Judgement 2015	T2 Overall Teacher Judgement 2015

	Sub Level Shifts	-1	0	1	2	Total
Writing	No of Students	4	17	2	2	25

REDACTED

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