



South Auckland Middle School

PARTNERSHIP SCHOOLS KURA | HOURUA

2014 ANNUAL REPORT

CONTENTS PAGE

1. INTRODUCTION.....	Error! Bookmark not defined.
2. QUARTERLY REPORT SUBMISSION GUIDELINES	Error! Bookmark not defined.
1. GENERAL INFORMATION ABOUT THE SCHOOL.....	3
1.1 General Information.....	3
1.2 Organisational Structure of the School	4
1.3 School Teaching Staff	5
1.4 Enrolments	5
1.5 Stand Down and Suspensions	6
2. EXECUTIVE SUMMARY	7
3. MINIMUM REQUIREMENTS OF THE AGREEMENT.....	8
4. PERFORMANCE MANAGEMENT SYSTEM.....	9
4.1. Objectives from your Agreement.....	9
4.2 Performance Standard: Student Achievement	11
4.3. Performance Standard: Student Engagement	12
4.4 Performance Standard: Financial Performance	12
4.5 Performance Standard: Targeting Priority Learners	14
5 OPERATIONAL MANAGEMENT	15
5.1 Property.....	15
5.2 Whānau and Community Engagement Policy	15
5.4 Complaints and the Independent Review Process (IRP)	17
6 RISKS AND ISSUES	19
6.1 Risks.....	19
6.2 Issues	19
7 STRATEGIC FOCUS FOR 2015.....	20

1. GENERAL INFORMATION ABOUT THE SCHOOL

1.1 General Information

Provide the following general school information:

General Information	
School Name	South Auckland Middle School
Sponsor Name	Villa Education Trust
School Address – Physical	198 Mahia Rd Manurewa
School Address – Postal	PO Box 74-276 Greenlane Auckland
Website Address	www.southauckland.school.nz
Date of Partnership School Agreement	16 th September 2013
Date school first opened for instruction	4 th February 2014
Guaranteed Minimum Roll	90
Maximum Roll	120
Number of students enrolled	104
Year Levels	7-10
# of Instructional Days per School Year	382 half days
Name of Key Contact	Karen Poole
Key Contact email address	trust@villaeducation.org.nz
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Wendy Greig s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	09 2666695

Mission Statement
<p><i>Through effective teaching, quality facilities, an optimal day structure, and an integrated curriculum – allowing young people to develop and learn so as to give them the base for excellence in all spheres of life.</i></p> <p>This mission statement sets the framework for the aims of all Villas within the Trust's governance.</p> <ul style="list-style-type: none"> • To provide a window of opportunity for outstanding learning for Year 7 to Year 10 learners. • To play a significant part in preparing students for full and effective participation in their future academic, cultural, sporting, social and working lives. • To provide a learning environment that is thorough, innovative and able to be applied for each learner, through his or her individualised education.

1.2 Organisational Structure of the School

Describe any changes to the organisational structure made during the last year and/or anticipated changes. Please provide a copy of your organisational chart labelled as an Appendix.

1.2 Organisational Structure

- Over the course of the year there were no changes to the organisation structure.

1.3 School Teaching Staff

Provide a list of all teaching staff employed at the school for the Year that this report is for:

Teachers	Actual vs Contract	Number or Percentage
Number of teachers that hold registration (reporting year)	Actual*	8
	Contract	9
Number of teachers that hold registration a Limited Authority to Teach (reporting year)	Actual*	1
	Contract	0
Number of non-registered teachers (2014)	Actual*	0
	Contract	0
Total number teaching staff (registered, LAT and non-registered)	Actual*	9
Total number teaching staff (registered, LAT and non-registered)	Contract	9
Percentage of teachers that hold registration and/or LAT (2014)	Actual*	100%
	Contract	95%

If you have non-registered teachers employed at the school, please confirm their teaching role within the school:

Confirmation of the role of Non-Registered Teachers

Please describe here:

1.4 Enrolments

Fill in the requested information below regarding school enrolments:

School Enrolments 2014						
Year Level	Guaranteed Minimum Roll*	Maximum Roll*	March Roll Return	July Roll Return	# of students who left the school during the 2014 school year	# Returning students to the school in 2015 from previous school year**
1						
2						
3						
4						
5						

6						
7		30	34	34		
8		30	26	26	6	27
9		30	33	32	8	24
10		30	16	19	1	
11						
12						
13						
TOTAL	90	120	109	111	15	79

* As agreed in the Partnership Schools Agreement

** Returning students should be listed for the Year Level they will be attending in the 2015 school year.

1.5 Stand Down and Suspensions

Provide information regarding the school's stand down and suspension numbers for the 2014 School Year

School Stand Downs and Suspensions					
Year Level	Total # students enrolled	Total # of students Stood Down	Total # of students Suspended	Total # of students Excluded	Total # of students Expelled
1					
2					
3					
4					
5					
6					
7	34				
8	32				
9	33	3	1	1	
10	20	1		1	
11					
12					
13					
TOTAL	119	4	1	2	

As per Q3 report, 3 stand downs, 1 suspension and 1 exclusion. In Q4, there was 1 stand down and 1 exclusion. We can confirm that all processes were followed and that Ministry was informed.

2. EXECUTIVE SUMMARY

- *The executive summary is to provide a brief overview of the report and should be no more than one page.*

2.1 Executive Summary

Consider the following:

- *An evaluation of your overall performance for the last School Year.*
- *Outline any organisational changes which have had a significant impact on the school.*
- *Outline progress toward the achievement of the performance measures set out in the Agreement.*
- *Outline the successes the Sponsor has had. This should relate to targets in the Performance Management Framework or other milestones regarding property, whānau engagement etc.*
- *Confirmation of the Minimum Requirements, identification of any that have not been met.*
- *Any significant risks or issues.*

South Auckland Middle School has had an outstanding first year operating as a Partnership School. The roll has been consistently high and has also been stable.

The teaching staff has been able to perform at a high level and as a result positive student outcomes have been realised.

We have successfully targeted the priority learners by attending markets, community events, school notices. Our website and Facebook page are kept up to date and have easy information for people to access. There is good signage on the road and many people call in to see

In term 4 we completed the Wellbeing survey. This produced positive results and also provided some ideas for 2015 in order to further improve South Auckland Middle School.

We have welcomed and hosted a number of groups of educators from different parts of NZ as well as media people, politicians, and community leaders. Many have commented on how the students are engaged in their learning, well-mannered and growing in confidence.

Over the course of the year we have had a few staff changes for unavoidable personal reasons. Although the organisational chart hasn't changed one lead position was internally swapped in the 4th quarter and this has had a significant positive difference.

A number of students took part in a large community based Triathlon this quarter. This was very successful and a new opportunity for many students. As a school we have 16 mountain bikes and the students have developed skills and confidence. Our Community Liaison Manager is regularly looking for new opportunities for the students. These do not interrupt the academic learning.

3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Sponsor's declaration

FOR THE SPONSOR TO COMPLETE:

I certify that Villa Education Trust has complied with the Minimum Requirements set out in the Partnership Schools Agreement [Clause 16] at all times, unless notified to the Minister of Education through the Quarterly Reporting process.

Please identify in the table below if there have been any Minimum Requirements that have not been met during the 2014 School Year.

Please list any instances of non-compliance that have also been reported on within your Quarterly Reports for 2014.

Non-Compliance with Minimum Requirements in 2014				
Date	Clause	Requirement	Reason	Remedy

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

Print name	Signature	Date

Karen Poole

22/1/15

4. PERFORMANCE MANAGEMENT SYSTEM

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.

OBJECTIVE: Effective Governance			
Goal(s) of the Objective:	Met	Progressing	Not Met
Policies	Yes		
Staff Understanding	Yes		
Comment on Performance in 2014 School Year: We undertook to revise all policies in 2014 and this was completed and the information was distributed to staff. They are comprehensive and relevant to the school. The aim was to be able to use them in a practical way as well as clearly defining standards and protocols.			
Focus for the 2015 School Year: To create leadership for the Villa Education Trust that supports the Academic Leaders from all the Villa operated by the Villa Education Trust. This is a leadership team of 6. The aim is to provide support, accountability and consistency between the Villas.			

OBJECTIVE: Effective holistic development with emphasis on academic achievement			
Goals:	Met	Progressing	Not Met
Routines	Yes		
Staff and Student Relationships	Yes		
Comment on Performance in 2014 School Year: The routines for the days/weeks at the school is very clear and communicated to all. Students feel safe as they know what is happening around them and this creates quiet settled working environment. Staff and student relationships have been nurtured and it is often commented on by visitors.			
Focus for the 2015 School Year: Further enhancement of the relationships developed.			

OBJECTIVE: Relationship Development			
Goal(s) of the Objective:	Met	Progressing	Not Met
Community visitors		Yes	
Family involvement		Yes	
Comment on Performance in 2014 School Year: We have had a large number of visitors to the school this year. It is an open door policy and many people visit in			

order to view a Partnership school in action. This has been successful and many visitors have commented on how engaging the students are and how polite.

The Whanau Support Group has had some success but there is room for improvement. .

Focus for the 2015 School Year:

To establish the Whanau Support Group as a productive and contributing group.
Community Service increase.

4.2 Performance Standard: Student Achievement

Following the meeting held Tuesday 16 December, we have removed this section, whilst it undergoes a further review. We will submit to you in mid-January 2015 the detail to be inserted into this template for your completion.

4.3. Performance Standard: Student Engagement

- The Student Engagement performance standards are specific to your School and can be found in Schedule 6: Performance Management System of your Agreement.

Measure	2014 Performance Standard	2014 Actual
Unjustified absences	0.028 multiplied by the number of Students multiplied by the number of days the School is open	0
Stand downs	2.1 days per year per 100 Students	4 students
Suspensions	0.42 days per year per 100 Students	1 student
Exclusions	0.15 days per year per 100 Students	2 students
Expulsions	0	
School Culture	Collect Baseline data	Qualitative data collected across a variety of channels, and with students and families.

Comments	
Unjustified absences	We have a vigorous process and our Community Liaison Manager follows up all absences to determine the reason and visit the home when necessary.
Stand downs	All for gross misconduct
Suspensions	Confirmed process with Ministry. Suspension lifted and management programme implemented.
Exclusions	Both were after a long process and in consultation with the Ministry.
Expulsions	Not applicable
School Culture	Wellbeing Survey completed. Whanau engagement executed. Community Liaison Manager proactive in working with students and families.

4.4 Performance Standard: Financial Performance

- The Financial Performance standards are specific to your School and can be found in Schedule 6: Performance Management System, Section 2.3 of your Agreement.
- Please complete all parts of the Financial Spreadsheet and attach it to your report as a clearly labelled and numbered Appendix.

Measure	2014 Performance Standard [Schedule 6 Section 2.3]	2014 Actual
Operating Surplus		
Working capital ratio		

Debt/equity ratio		
Operating cash		
Enrolment variance		

Definitions:

- **Operating Surplus:** An approximate measure of a company's operating cash flow based on data from the company's income statement.
- **Working capital ratio:** A measure of both a company's efficiency and its short-term financial health. The working capital is calculated as $\text{Working Capital} = \text{Current Assets} - \text{Current Liabilities}$. It is also known as "net working capital".
- **Debt/equity ratio:** A measure of a company's financial leverage calculated by dividing its total liabilities by stockholders' equity. It indicates what proportion of equity and debt the company is using to finance its assets.
- **Operating cash:** A measure of the amount of cash generated by the Sponsor's normal business operations. Operating cash flow is important because Operating cash is calculated by adjusting net income for items such as depreciation, changes to accounts receivable and changes in inventory.

Comments	
Operating Surplus	
Working capital ratio	
Debt/equity ratio	
Operating cash	
Enrolment variance	
Operating Surplus	

4.5 Performance Standard: Targeting Priority Learners

- 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.
- The Performance target is for 75% of the total school roll to be made up of students who are Māori, Pasifika, have Special Education needs and/or students from low socioeconomic backgrounds.
- The Sponsor is **not required** to specify which group a student may fall under (note, that the data provided though will be subject to audit).
- A student can only be counted in **one** category but we recognise that they could identify with more than one priority learner group.

MEASURE: Enrolment of priority learner groups		
PERFORMANCE STANDARD: 75%		
Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
Total school roll in 2014	% of student roll that identifies with at least one of the priority learner groups	% of student roll that does not identify with at least one of the priority learner groups
104 enrolled students on the last day of instruction	90%	10%
Comments (if any)		
Please provide in percentages the geographical locations where your student population has been drawn from.		
Response: Clendon - 6%; Clover Park 1%, Flatbush 1% Henderson - 2%; Hillpark - 1%; Hillsborough - 1%; Mangere - 16%; Manukau - 3%; Manurewa - 40%; Mt Albert - 1%; Northpark - 1%; Papakura - 3%; Papatoetoe - 5%; Randwick Park - 1%; Sandringham - 1%; Wattle Downs - 2%; Weymouth - 15%		

Which priority group?

- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).
- **Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
- **Students from low socio economic backgrounds:**
If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background. (This is restricted to three years because families may move as their circumstances change).

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 over the past school year 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 was refurbished and renovated prior to the commencement of the School year. This included internal renovations to create classrooms that were fit for purpose and the addition of administration, staff, family and reception space as well as both male and female toilet blocks. This also included the addition of internet services (WiFi) across the School. Landscaping was minimal given the excellent condition of the grounds.

We have not had any health & safety issues identified.

There are no forecasted changes for the property in the next 6-12 months. There will be remedial work (touch ups to paint / carpet / and fair wear and tear) should it be required at the end of each year.

5.2 Whānau and Community Engagement Policy

As per your parents, family, whānau, iwi and community engagement policy (as approved by the Minister of Education), please detail your progress over 2014 in the table below against that Plan.

Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- How has the school gather information about the needs of the parents, family, whānau, iwi and the community?
- How effectively has the school consulted with parents, family, whānau, iwi and the community?
- How effectively has the school used the information gathered from parents, family, whānau, iwi and the community?
- How has information gathered from parents, family, whānau, iwi and the community been incorporated into school planning and decision making?
- How well has the school communicated key information 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?

Response:

Over the course of the year SAMS has been focused on building constructive and collaborative relationships with family.

The cornerstone of this process has been communication. Communication to parents takes place in person, over the phone and via email (on an individual student basis). Weekly newsletters also communicate happenings at the School. These are well received. Newsletters are sent firstly by email, and then in hard copy form for those who cannot access email at home. An open door policy also applies and there is a sense that parents and caregivers understand that they are welcome to visit the School. Connections with local iwi is based on the School's relationship, firstly, with Manurewa Marae representatives and local iwi service providers.

The most significant change this quarter relevant to this policy has been a change of staff for the Community Liaison Manager. Elliot Ikilei began in October and has already made a significant difference to our Whanau and Community Engagement. Mid-term 4 the whole School did a visit to the Manurewa Marae and were formally welcomed onto the Marae. This relationship development is significant and has influenced other activities in the later term. Whanau Friday was held this term also and we had a Hangi for families to attend and view the science garden.

Many conversations have been had this term to assess communication levels and satisfaction of families. This has resulted in some plans for 2015 in order to improve this area. There hasn't been any dissatisfaction communicated but staff are striving to improve.

The prizegiving at the end of the year was a highlight and well attended as a school. We have assessed that there were definite improvements that could be made on the night however the overall satisfaction from the parents was very high. Achievement was celebrated and a successful year recapped.

Throughout the course of the year, positive feedback has been received from parents both verbally and in writing and we feel confident that engagement with whanau and caregivers is productive.

Provide a list of the partnerships with other educational or community groups the school has been involved with in 2014.

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
<i>Mt Hobson Middle School</i>	Sister school	Between 5-20 hrs per month
<i>Schools in area</i>	Developing	Between 5-10 hours per month
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Elim Church</i>	Landlord and neighbour	Students involved in Youth group and school provides some help with different activities.

<i>Breakfast Club</i>	Supplier and supporter	Food provided and other support with uniform and needs.
<i>Manurewa Marae</i>	Support and Maori culture oversight	Regular contact between parties and involvement.
<i>Habitat for Humanity</i>	Charity we support	Mufti day and sausage sizzle as fundraiser. Will be each term, this quarter had guest speaker and fundraiser.
<i>Manukau Beautification</i>	NFP that we support in their activities.	Students to participate in local area clean-up and other beautification projects.
<i>Auckland City Council</i>	Complimentary partnerships with relevant divisions of ACC.	Regular contact with various branches related to sports, education, health and community.
<i>Manukau District Health Board</i>	Health service information and provision partner	Ongoing and as required.
<i>Manurewa Community Network</i>	Service providers association in Manurewa	Attendance at regular meetings, and access to service information and provision for students.
<i>NZ Police</i>	Information and support for students and staff.	Ongoing and as required.
<i>Manurewa Business Association</i>	Information and services provision. Avenue for sponsorship and funding.	Monthly meetings and ongoing.
<i>Manukau Urban Maori Authority</i>	Information and support.	Developing relationship.
<i>Weymouth Cosmopolitan Club</i>	Storage and sports facility provision.	Ongoing and daily during winter.
<i>Keep NZ Beautiful</i>	Week long activity	The whole school over the week spent 1 afternoon collecting rubbish in the community. Very positive activity.

5.4 Complaints and the Independent Review Process (IRP)

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.*

Response: The School only received one formal complaint this year. A full investigation and process was followed and the Ministry was apprised of the situation.		
COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
Parent	Dissatisfaction with numerous issues in the School. These focused on how the School interact with a particular child who had very limited academic ability.	Very detailed letter from Trust Board addressing the issues raised, no further response from parent. Complaint unsubstantiated.

5.4.2	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. <ul style="list-style-type: none"> • Please refer to <u>Schedule 8: Independent Review Process Framework (IRP)</u> 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. 	
	Response: No instances of this.	
	COMPLAINANT <i>e.g. family, parent, student</i>	NATURE OF CHALLENGE UNDER IRP

6 RISKS AND ISSUES

6.1 Risks

Please summarise any outstanding risks that will be carried over into 2015

- **Definition:** A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives. Note, the event has not happened yet but there is a chance it could occur.

Response:

6.2 Issues

Please summarise any outstanding issues that will be carried over into 2015

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

Response:

Potential loss of capacity and intellectual property through the prolonged absence or loss of key personnel: Karen Poole and Alwyn Poole.

This is being addressed by working on developing a team of people who also work at the management level.

7 STRATEGIC FOCUS FOR 2015

Summarise the strategic focus for your school for 2015

Response:

Consistent practice: Ensuring that practises across all staff members, and schools with the Villa Education Trust network are consistent. This includes: enrolment practices, marking and reporting practises, pastoral care and reporting practises and performance management.

Reporting and Communication to parents: Ensuring that parents and caregivers are communicated to regularly and effectively. This includes: weekly newsletters, weekly Academic Leader/Principal updates, bi-term Whanau Support Group meetings, Celebration of Learning Evenings (one per term), Whanau Fridays (one per term) and a consistent commitment to an Open Door Policy amongst all staff.

Student achievement data and analysis: Ongoing regular and detailed reporting of student results, with feedback to both the student and relevant caregiver. This includes the purchase and delivery of the ETap student management and reporting system and adequate training on this system for all staff.

Continue to improve teaching and learning practices: Following performance development standards and providing adequate support for new and existing staff. Developing and delivering a cohesive and valuable induction programme, and

Partnership Schools - Annual Report - Student Achievement (1-10) for South Auckland Middle School

[Part A - Baseline Assessment](#)
[Part B - Mid Year Progress](#)
[Part C - Term 3/4 Assessment](#)
[Part D - End of Year Student Achievement Results](#)

Part A - Base Line Assessment

Note: Baseline Assessment assumes measurement of where student is expected to be at beginning of year of participation

Reading	Well below	Below	At	Above	Total	% At or Above
All students	1	46	45	7	99	53%
Māori	0	14	6	3	23	39%
Pasifika	1	30	24	0	55	44%
Other	0	2	15	4	21	90%
Male	0	24	22	5	51	53%
Female	1	22	23	2	48	52%

After 1 year at school					0	
End of Year 2					0	
End of Year 3					0	
End of Year 4					0	
End of Year 5					0	
End of Year 6					0	
End of Year 7	0	15	13	4	32	53%
End of Year 8	0	12	10	2	24	50%
End of Year 9	0	13	15	1	29	55%
End of Year 10	1	6	7	3	17	59%

Writing	Well below	Below	At	Above	Total	% At or Above
All students	3	54	36	6	99	42%
Māori	0	14	7	2	23	39%
Pasifika	2	33	20	0	55	36%
Other	1	7	9	4	21	62%
Male	1	30	16	4	51	39%
Female	2	24	20	2	48	46%

[illegible]

Maths	2010					2011					Total	% At or Above
	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total		
All students	2	46	43	8	99	2	46	43	8	100	52%	
Māori	1	10	9	3	23	4	43	39	13	100	52%	
Pasifika	1	30	24	0	55	2	55	44	0	100	44%	
Other	0	6	10	5	21	0	29	48	24	100	71%	
Male	2	20	24	5	51	4	39	47	10	100	57%	
Female	0	26	19	3	48	0	54	40	6	100	46%	

[illegible]

Enter the values that were reported in your second quarter report (Please note Year 7 and Year 8 results ONLY as agreed)

Reading	Reading				Writing				Speaking				Listening								
	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total	% At or Above
All students	0	30	24	6	60	0%	50%	40%	10%	100%	0%	50%	40%	10%	100%	0%	50%	40%	10%	100%	50%

Partnership Schools - Annual Report - Student Achievement (1-10) for South Auckland Middle School

Māori	0	8	4	1	13	0%	62%	31%	8%	100%	38%
Pasifika	0	19	13	0	32	0%	59%	41%	0%	100%	41%
Other	0	3	7	5	15	0%	20%	47%	33%	100%	80%
Male	0	18	15	4	37	0%	49%	41%	11%	100%	51%
Female	0	12	9	2	23	0%	52%	39%	9%	100%	48%

After 1 year at school					0						
End of Year 2					0						
End of Year 3					0						
End of Year 4					0						
End of Year 5					0						
End of Year 6					0						
End of Year 7	0	16	14	4	34	0%	47%	41%	12%	100%	53%
End of Year 8	0	14	10	2	26	0%	54%	38%	8%	100%	46%
End of Year 9					0						
End of Year 10					0						

Writing	Well below	Below	At	Above	Total	% At or Above
All students	0	30	25	5	60	50%
Māori	0	7	6	0	13	46%
Pasifika	0	18	14	0	32	44%
Other	0	5	5	5	15	67%
Male	0	20	14	3	37	46%
Female	0	10	11	2	23	57%

After 1 year at school					0						
End of Year 2					0						
End of Year 3					0						
End of Year 4					0						
End of Year 5					0						
End of Year 6					0						
End of Year 7	0	20	11	3	34	0%	59%	32%	9%	100%	41%
End of Year 8	0	10	14	2	26	0%	38%	54%	8%	100%	62%
End of Year 9					0						
End of Year 10					0						

Partnership Schools - Annual Report - Student Achievement (1-10) for South Auckland Middle School

Maths	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total	% At or Above
All students	1	23	30	6	60	2%	38%	50%	10%	100%	60%
Māori	0	6	6	1	13	0%	46%	46%	8%	100%	54%
Pasifika	1	14	16	1	32	3%	44%	50%	3%	100%	53%
Other	0	3	8	4	15	0%	20%	53%	27%	100%	80%
Male	0	16	17	4	37	0%	43%	46%	11%	100%	57%
Female	1	7	13	2	23	4%	30%	57%	9%	100%	65%

After 1 year at school					0						
End of Year 2					0						
End of Year 3					0						
End of Year 4					0						
End of Year 5					0						
End of Year 6					0						
End of Year 7	0	9	23	2	34	0%	26%	68%	6%	100%	74%
End of Year 8	1	14	7	4	26	4%	54%	27%	15%	100%	42%
End of Year 9					0						
End of Year 10					0						

Part C - Term 4 Assessment

Note: Enter (if completed) End of Term 3/Start of Term four Student Assessments

Reading	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total	% At or Above
All students					0						
Māori					0						
Pasifika					0						
Other					0						
Male					0						
Female					0						

After 1 year at school					0						
End of Year 2					0						
End of Year 3					0						
End of Year 4					0						
End of Year 5					0						

Partnership Schools - Annual Report - Student Achievement (1-10) for
South Auckland Middle School[illegible]

Writing	Well below	Below	At	Above	Total
All students					0
Māori					0
Pasifika					0
Other					0
Male					0
Female					0

[illegible]

Maths	Well below	Below	At	Above	Total	% At or Above
All students					0	
Māori					0	
Pasifika					0	
Other					0	
Male					0	
Female					0	

[illegible]

Partnership Schools - Annual Report - Student Achievement (1-10) for
South Auckland Middle School[illegible]

Part D - End of Year Student Achievement Results

Reading	Well below	Below	At	Above	Total
All students	0	36	51	12	99
Māori	0	12	9	2	23
Pasifika	0	23	29	3	55
Other	0	1	13	7	21
Male	0	20	24	7	51
Female	0	16	27	5	48

[illegible]

Writing	Well below	Below	At	Above	Total
All students	0	38	48	13	99
Māori	0	11	9	3	23
Pasifika	0	23	28	4	55
Other	0	4	11	6	21

Partnership Schools - Annual Report - Student Achievement (1-10) for South Auckland Middle School

Male	0	22	23	6	51	0%	43%	45%	12%	100%	57%
Female	0	16	25	7	48	0%	33%	52%	15%	100%	67%

After 1 year at school					0						
End of Year 2					0						
End of Year 3					0						
End of Year 4					0						
End of Year 5					0						
End of Year 6					0						
End of Year 7	0	16	12	4	32	0%	50%	38%	13%	100%	50%
End of Year 8	0	5	15	4	24	0%	21%	63%	17%	100%	79%
End of Year 9	0	9	16	4	29	0%	31%	55%	14%	100%	69%
End of Year 10	0	8	5	1	14	0%	57%	36%	7%	100%	43%

Maths	Well below	Below	At	Above	Total	Well below	Below	At	Above	Total	% At or Above
All students	1	35	51	12	99	1%	35%	52%	12%	100%	64%
Maori	0	9	10	4	23	0%	39%	43%	17%	100%	61%
Pasifika	1	24	28	2	55	2%	44%	51%	4%	100%	55%
Other	0	2	13	6	21	0%	10%	62%	29%	100%	90%
Male	1	17	25	8	51	2%	33%	49%	16%	100%	65%
Female	0	18	26	4	48	0%	38%	54%	8%	100%	63%

After 1 year at school					0						
End of Year 2					0						
End of Year 3					0						
End of Year 4					0						
End of Year 5					0						
End of Year 6					0						
End of Year 7	0	10	18	4	32	0%	31%	56%	13%	100%	69%
End of Year 8	0	12	8	4	24	0%	50%	33%	17%	100%	50%
End of Year 9	1	9	16	3	29	3%	31%	55%	10%	100%	66%
End of Year 10	0	4	9	1	14	0%	29%	64%	7%	100%	71%

Partnership Schools - Annual Report Summary (1-10) for South Auckland Middle School

Achievement compared to contracted Performance Standards

Enter your contracted targets into the yellow shaded cells below

% At or Above	2014 Results			2014 Performance Standards			% of Standard Achieved		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All students	63.6%	61.6%	63.6%	N/A	N/A	N/A	N/A	N/A	N/A
Māori	47.8%	52.2%	60.9%	N/A	N/A	N/A	N/A	N/A	N/A
Pasifika	58.2%	58.2%	54.5%	N/A	N/A	N/A	N/A	N/A	N/A
Other	95.2%	81.0%	90.5%	N/A	N/A	N/A	N/A	N/A	N/A
Male	60.8%	56.9%	64.7%	N/A	N/A	N/A	N/A	N/A	N/A
Female	66.7%	66.7%	62.5%	N/A	N/A	N/A	N/A	N/A	N/A
After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	62.5%	50.0%	68.8%	60.1%	52.1%	50.7%	104%	96%	136%
End of Year 8	62.5%	79.2%	50.0%	61.6%	50.8%	51.9%	101%	156%	96%
End of Year 9	69.0%	69.0%	65.5%				N/A	N/A	N/A
End of Year 10	57.1%	42.9%	71.4%				N/A	N/A	N/A

Variance Report - Mid Year Estimation compared to Year End actual

% At or Above	Mid Year Reporting			End of Year Actual			Mid Year - Actual Variance		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All students	50.0%	50.0%	60.0%	63.6%	61.6%	63.6%	-13.6%	-11.6%	-3.6%
Māori	38.5%	46.2%	53.8%	47.8%	52.2%	60.9%	-9.4%	-6.0%	-7.0%
Pasifika	40.6%	43.8%	53.1%	58.2%	58.2%	54.5%	-17.6%	-14.4%	-1.4%
Other	80.0%	66.7%	80.0%	95.2%	81.0%	90.5%	-15.2%	-14.3%	-10.5%
Male	51.4%	45.9%	56.8%	60.8%	56.9%	64.7%	-9.4%	-10.9%	-7.9%
Female	47.8%	56.5%	65.2%	66.7%	66.7%	62.5%	-18.8%	-10.1%	2.7%
After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	52.9%	41.2%	73.5%	62.5%	50.0%	68.8%	-9.6%	-8.8%	4.8%
End of Year 8	46.2%	61.5%	42.3%	62.5%	79.2%	50.0%	-16.3%	-17.6%	-7.7%
End of Year 9				69.0%	69.0%	65.5%			

Partnership Schools - Annual Report Summary (1-10) for South Auckland Middle School

End of Year 10				57.1%	42.9%	71.4%			
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Improvement against National Standards - Reading

% At or Above READING	Baseline			Term 3/4 Assessment			Year End Outcomes		
	Below	At	Above	Below	At	Above	Below	At	Above
All students	47.5%	45.5%	7.1%				36.4%	51.5%	12.1%
Māori	60.9%	26.1%	13.0%				52.2%	39.1%	8.7%
Pasifika	56.4%	43.6%	0.0%				41.8%	52.7%	5.5%
Other	9.5%	71.4%	19.0%				4.8%	61.9%	33.3%
Male	47.1%	43.1%	9.8%				39.2%	47.1%	13.7%
Female	47.9%	47.9%	4.2%				33.3%	56.3%	10.4%

After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	46.9%	40.6%	12.5%				37.5%	50.0%	12.5%
End of Year 8	50.0%	41.7%	8.3%				37.5%	54.2%	8.3%
End of Year 9	44.8%	51.7%	3.4%				31.0%	58.6%	10.3%
End of Year 10	41.2%	41.2%	17.6%				42.9%	35.7%	21.4%

Improvement against National Standards - Writing

% At or Above WRITING	Baseline			Term 3/4 Assessment			Year End Outcomes		
	Below	At	Above	Below	At	Above	Below	At	Above
All students	57.6%	36.4%	6.1%				38.4%	48.5%	13.1%
Māori	60.9%	30.4%	8.7%				47.8%	39.1%	13.0%
Pasifika	63.6%	36.4%	0.0%				41.8%	50.9%	7.3%
Other	38.1%	42.9%	19.0%				19.0%	52.4%	28.6%
Male	60.8%	31.4%	7.8%				43.1%	45.1%	11.8%
Female	54.2%	41.7%	4.2%				33.3%	52.1%	14.6%

After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	59.4%	31.3%	9.4%				50.0%	37.5%	12.5%
End of Year 8	41.7%	50.0%	8.3%				20.8%	62.5%	16.7%
End of Year 9	58.6%	37.9%	3.4%				31.0%	55.2%	13.8%
End of Year 10	78.6%	21.4%	0.0%				57.1%	35.7%	7.1%

Partnership Schools - Annual Report Summary (1-10) for South Auckland Middle School

Improvement against National Standards - Mathematics

% At or Above MATH	Baseline			Term 3/4 Assessment			Year End Outcomes		
	Below	At	Above	Below	At	Above	Below	At	Above
All students	48.5%	43.4%	8.1%				36.4%	51.5%	12.1%
Māori	47.8%	39.1%	13.0%				39.1%	43.5%	17.4%
Pasifika	56.4%	43.6%	0.0%				45.5%	50.9%	3.6%
Other	28.6%	47.6%	23.8%				9.5%	61.9%	28.6%
Male	43.1%	47.1%	9.8%				35.3%	49.0%	15.7%
Female	54.2%	39.6%	6.3%				37.5%	54.2%	8.3%
After 1 year at school									
End of Year 2									
End of Year 3									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	43.8%	43.8%	12.5%				31.3%	56.3%	12.5%
End of Year 8	54.2%	37.5%	8.3%				50.0%	33.3%	16.7%
End of Year 9	48.3%	48.3%	3.4%				34.5%	55.2%	10.3%
End of Year 10	50.0%	42.9%	7.1%				28.6%	64.3%	7.1%

South Auckland Middle School

Financial Performance Quarterly Reporting

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	335706	383667	368194	416444	
Total Expenditure for Quarter	277792	349849	351401	349428	
Operating Surplus	57914	33818	16793	67016	

Total Current Assets	578000	540000	570000		
Total Current Liabilities	525000	464000	447000	10000	
Working Capital	53000	76000	123000		
Working Capital Ratio	0.91	1.16	1.27		

Total Liabilities	525000	464000	447000	10000	
Total Equity	827000	830000	850000	87000	
Debt Equity Ratio	0.63	0.55	0.52	0.012	

Operating Cash per Forecast	385000	400000	410000		
Operating Cash at End of Quarter	578000	590000	590000		

Enrolment at end of Quarter	109	111	108	104	
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Financial Statements Attached	P and L	P and L	P and L	P and L	
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Certification

I certify that South Auckland Middle School is solvent and will remain solvent.

Signed _____

Name:

Date:

South Auckland Middle School
1 Jan 2014-31 Mar 2014

Income

Misc	\$	3,822.00
Edtn Dept	\$	331,883.00
Total Income	\$	335,705.00

Expenses

Resources	\$	147,246.00
Salary	\$	130,546.00
Total Exp	\$	277,792.00

Net Profit	\$	57,913.00
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South Auckland Middle School
1 Apr 2014-30 Jun 2014

Income

Misc	\$	8,565.00
Edtn Dept	\$	375,102.00
Total Income	\$	383,667.00

Expenses

Resources	\$	189,849.00
Salary	\$	160,000.00
Total Exp	\$	349,849.00

Net Profit

\$	33,818.00
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South Auckland Middle School
1 Jul 2014-30 Sep 2014

Income

Misc	\$	5,641.00
Edtn Dept	\$	362,553.00
Total Income	\$	368,194.00

Expenses

Resources	\$	145,000.00
Salary	\$	206,401.00
Total Exp	\$	351,401.00

Net Profit

\$	16,793.00
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South Auckland Middle School
1Oct 2014-31 Dec 2014

Income

Misc	\$	4,317.00
Edtn Dept	\$	412,127.00
Total Income	\$	416,444.00

Expenses

Resources	\$	159,591.00
Salary	\$	189,837.00
Total Exp	\$	349,428.00

Net Profit	\$	67,016.00
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Measure	Performance Standard
	2014
Operating surplus	2%-5%
Working capital ratio	2:01
Debt/equity ratio	0.5:1
Operating cash	Positive cash flow forecast = actual
Enrolment variance	50