

TE PŪMANAWA O TE WAIRUA

PARTNERSHIP SCHOOLS KURA | HOURUA

2014 ANNUAL REPORT

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1. GENERAL INFORMATION ABOUT THE SCHOOL

1.1 General Information

Provide the following general school information:

General Information	
School Name	Te Pūmanawa O Te Wairua
Sponsor Name	Ngā Parirau Mātauranga Charitable Trust
School Address – Physical	3527 Old Russell Road
School Address – Postal	3527 Old Russell Road R.D.4 Hikurangi 0184
Website Address	tkhkwhangaruru.ac.nz
Date of Partnership School Agreement	16 th Sept 2013
Date school first opened for instruction	10 th February 2014
Guaranteed Minimum Roll	71
Maximum Roll	128
Number of students enrolled	82 (including 4 no-shows)
Year Levels	Y9 – Y14
T# of Instructional Days per School Year	378 half days
Name of Key Contact	Makere Laurence-Bade
Key Contact email address	[REDACTED]
Key Contact phone number	09 433 6007- [REDACTED]
Name of School Leader/person responsible for teaching and learning	Natasha Sadler s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	09 433 6007- [REDACTED]

Mission Statement
To provide a secondary schooling option in an authentic cultural, land and water environment that engages, excites and expects great things of every learner.

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
No changes were made in Q4 to the organisational 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*	83%
	Contract	70%
Number of teachers that hold registration a Limited Authority to Teach (reporting year)	Actual*	0%
	Contract	15%
Number of non-registered teachers (2014)	Actual*	16.6%
	Contract	15%
Total number teaching staff (registered, LAT and non-registered)	Actual*	6
Total number teaching staff (registered, LAT and non-registered)	Contract	7.5
Percentage of teachers that hold registration and/or LAT (2014)	Actual*	83%
	Contract	85%

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	
Ahuwhenua programme (Land, water and local Māori integration)	

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	Sept 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						
8						
9			21	16	7	0
10			14	10	7	14
11			13	11	11	6
12			10	5	2	7
13			8	5	4	3
14			0	0	0	1
TOTAL	71	128	66	47	31	31

* 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					
8					
9	23	0	0	0	0
10	18	0	1	0	0
11	20	1	1	0	1
12	9	0	0	0	0
13	8	0	0	0	0
TOTAL	78	1	2	0	0

2. EXECUTIVE SUMMARY

- The executive summary is to provide a brief overview of the report.

2.1 Executive Summary

Te Pūmanawa o te Wairua, formerly Te Kura Hourua ki Whangaruru have endeavoured to honour the expectation of catering to the cohort that have been identified as those whom have not been able to meet National Expectations in student achievement. We recognise that Partnership Schools/Kura Hourua were created as a direct response to the negative student achievement data surrounding the said cohort. It is not a recent or newly found trend for students who are Māori, Pasifika, from low socio-economic circumstances and learners with Special Education needs to be included in negative student achievement data. Seeking to serve these students has provided us with a range of challenging opportunities including but not limited to:

- *students enrolling with us whom have had a history of absenteeism,*
- *a proportion of our students being involved with external agencies, (CYFs, Te Roopu Kimiora, Drug & Alcohol counselling etc...)*
- *students who have been disengaged from learning/or not participating in schooling for an extended period, prior to enrolment with us,*
- *students who were involved in Alternative Education Programmes,*
- *students having to travel up to 1.5 hours one way to attend our kura,*
- *effectively cater to these aforementioned students as well as the students who do not have similar issues regarding attendance, engagement or achievement.*

We were able to address the range of challenges associated with working alongside our students in the following ways:

- *Taking adequate time (the first year) to identify curriculum staff with the ability to best relate to the taitamariki at our kura balanced with their pedagogical skill*
- *Utilising the inaugural year to identify the best-fit timetable to align with student Personalised Learning Plans (PLPs) and the range of industry specialists available to us*
- *Identifying (after a year of operation) what is required to provide a balanced curriculum which encompasses rigorous academic expectations and hands-on project based inquiry learning*
- *Developing a plan of managing perceptions which relate to the establishment phase and politically driven media*
- *Developing a collaborative and cohesive administration team, senior management team and curriculum team over the year*
- *Developing systems of improved communication and internet connectivity*
- *Implementing systems that support curriculum delivery including administrative and human resourcing systems*
- *Strengthening the culture of the kura via the implementation of our High Expectations Plan*
- *Strengthening our Pastoral Care via the whānau system and having an on-site Social Worker*
- *Further strengthening Pastoral Care via links to external providers. (EG, Northland Youth Health Services, Ngāti Hine Health Trust, RUBICON, RTLBs)*
- *Delivering NCEA & The Whānau workshops to engage the community*

- *Delivering a whānau – Parent/Teacher interview day which resulted in 96% attendance of parents/caregivers*
- *Delivering a prize-giving that celebrated students cultural, academic and sporting achievements which was well attended by the wider community*
- *Delivering NCEA internal assessments which led to recognition from NZQA of assessment being delivered at the National Standard for English and Physical Education. (Still awaiting results for Maths and Te Reo Rangatira.)*
- *Delivering two information evenings in Term 4 to share information about our curriculum programmes and to promote the positive aspects of our kura*
- *Providing ample opportunities for whānau to participate in the strategic direction of our kura via hui ā-whānau, encouraging the establishment of a parent led whānau group and including parents on the discipline committee.*
- *Creating a bus monitor position in direct response to issues that were occurring on the school bus*
- *Delegation of curriculum and pastoral care responsibilities to a staff member who has had extensive experience in the secondary sector*

We confirm that we have met performance criteria within our Contract except for the following:

- *In the contract the maximum number of non-registered teachers should have been 15% but 16.6% of our teachers were non-registered. This is offset by the contract requiring us to have a minimum of 70% registered teachers and 83% of our teachers were registered in 2014.*
- *In the contract we had a Guaranteed Minimum Roll of 71. In total for 2014 we had 82 enrolments. 4 of those were no-shows which means in total we reached an enrolment of 78 students. However, by the end of 2014 we had 46 students enrolled.*
- *In the contract we are to have 0 expulsions. However, we had 1 expulsion which came after multiple internal and external interventions including but not limited to:*
 - *The enrolment of the said student into a development programme at the cost of the sponsor*
 - *Numerous face to face meetings with the student and whānau*
 - *The inclusion of the student in an Experiencing Marine Reserves Apprenticeship*
 - *Social work intervention*

This expulsion was necessary to maintain the safety and well-being of students and staff.

Significant risks for the 2014 year included:

- *The impact of delayed negative media being released in term 3 which was in relation to issues that were resolved in term 1.*
- *The impact of negative media upon student and staff retention and recruitment in the following terms*

Significant issues for the 2014 year included:

- *insufficient time to appoint quality staffing, establish systems and curriculum development for the start of the school year,*
- *the impact of a large proportion of our student body being 'at risk' and 'high needs' in term 1 and the effect that may have upon the remainder of the student body for the remainder of the year and in enrolling students for 2015*
- *long travel to and from our kura exacerbated by a large slow bus,*
- *issues in relation to establishment including staff turnover,*
- *student retention, and*
- *student attendance.*

3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Sponsor's declaration

FOR THE SPONSOR TO COMPLETE:

I certify that Ngā Parirau Mātauranga 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
February	13.3 Schedule 4	With reference to section 158D (3)(d) of the Act, the Sponsor will, during all term times, ensure that the number or percentage of Teaching Positions that are filled by Registered Teachers and Holders of Limited Authority to Teach as compared with the total number of Teaching Positions is maintained at or above the minimum level set out in clause 2 Schedule 4.	It was anticipated that the unregistered teacher would receive a Limited Authority to Teach (LAT). The shift of leadership meant that this job was not completed.	The paperwork for an LAT to be resubmitted at the commencement of 2015 to ensure that this standard is met for 2015.
October	8.3 (b) Annex C.1	The Sponsor is required to comply with any requirements specified under paragraph (a) of this clause 8.3 in relation to standing down, suspending, expelling or exclusion of Students, or specified in any Education Circular or other relevant Ministry guidelines relating to	It was deemed necessary to have an expulsion to ensure the safety of other students and staff.	To identify pastoral care needs of students who present 'at risk' behaviours early in the year and provide support via the Social Worker and other appropriate external providers. We seek a variation to Annex C.1 as an expulsion may be necessary to maintain the safety and well-being of the school

		standing down, suspending, expelling or exclusion of Students that the Minister determines and informs the Sponsor shall apply to the School as a Partnership School/Kura Hourua.		body.
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I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular:

Wayne Johnstone		
Print name	Signature	Date

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.
- (a) The following are the objectives for our School: (i) Participation; (ii) Engagement; (iii) Retention; and (iv) Student Achievement.

OBJECTIVE: PARTICIPATION			
Goal(s) of the Objective:	Met	Progressing	Not Met
<i>Goal 1: Students will experience learning success through a safe and authentic land and water curriculum (Goal 3 of our Strategic Plan)</i>	MET		
<i>Goal 2: We will encourage the uniqueness of the individual learner and their ability to succeed, respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented children and non-Maori (Goal 4 of our Strategic Plan).</i>	MET		
<p>Comment on Performance in 2014 School Year:</p> <p>Measures for Goal 1: All learners engaged in curriculum strands that utilised the land and the water that the farm, our school and the Ngātiwai rohe have to offer. Curriculum is engaging which encourages high levels of participation. Authentic options have expanded and included: Equine/Horses, Motorbikes/Automotive, Coast Guard/Day Skipper, Kapa Haka/Māori Performing Arts, Project Possum, Project Fencing, Surfing, Diving, Crossfit – Basketball/Hauora plus an in context Experiencing Marine Reserves programme.</p> <p>Measures for Goal 2: Every student is a member of a whānau class. The whānau teacher has saved an electronic copy of every student's Personalised Learning Plan (PLP) on the shared staff drive. Staff are referring to PLPs when doing NCEA credit tracking and qualification attainment to align with student aspirations. Capable junior students were identified via diagnostic assessment and have been entered into the appropriate NCEA programmes and some NCEA assessment standards including externals in Te Reo Māori.</p>			
<p>Focus for the 2015 School Year:</p> <p>To learn from the 2014 timetable and simplify the 2015 timetable to ensure curriculum coverage. IE. Breadth and depth in learning which should improve student participation, engagement and achievement results.</p> <p>To minimize Correspondence Enrolments to Science for the Junior School and a maximum of 2 subjects in the Senior School.</p> <p>To replace the Specials (Equine and Motorbike) programme with a range of Senior Education For Sustainability (EFS) programmes. The EFS programmes provide wider scope for participation of female students and incorporate Unit and Achievement Standards. The EFS programmes will be delivered by our Papataiao team through a renewed Memorandum of Agreement (MOA) between our school, Papataiao and the National Trades Academy. (NTA)</p> <p>To make the PLP more accessible and visible by students, staff and whānau members. As well as being available on our electronic server, PLPs will be one component of the student portfolio. Each whānau teacher will take responsibility for the physical storage of each of their whānau members' portfolio within the whānau class. PLPs will form the basis of the first Parent Teacher interview day and will be referred to regularly to monitor student participation and achievement. The PLP will be referred to at least twice a year in a formal hui with</p>			

parents/caregivers.

OBJECTIVE: ENGAGEMENT

Goals:	Met	Progressing	Not Met
Goal 1: <i>Students will experience learning success upon entry, during and upon exiting from our Kura Hourua (Goal 5 of our strategic plan)</i>	MET		
Goal 2: <i>We will develop a culture of respect embraced by a supportive whānau – Staff, students and whānau relationships are improving (Goal 7 of our Strategic plan)</i>	MET		
Goal 3: <i>Student attendance will improve</i>		PROGRESSING	

Comment on Performance in 2014 School Year:

Measures for Goal 1: All learners and staff have engaged in a tikanga & reo Māori o Ngātiwai curriculum through the integration of the Ngātiwai ki Whangaruru Māramataka, regular marae noho at local marae and tikanga sessions delivered by local kaumātua. We have drawn on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery. Programmes that link to the local iwi and integrate land and water based activities assisted in the participation, engagement and learning of our students.

The Aspire to Inspire (A2I) team co-facilitated leadership camps which increased levels of engagement and is evidenced in evaluation reports. Evaluations from the start of the year camp were compared with the end of year camp. Growth and development in student attitude and engagement was markedly improved by the end of year.

Behavioural Management has improved markedly over the year as the trust, staff, student council and whānau had the opportunity to input into a High Expectations Plan (HEP) which has been implemented at our kura. The stabilising of student behaviour has increased engagement of students who attend school regularly.

Measures for Goal 2: Students have developed open relationships with their whānau teachers. Whānau teachers have been in regular contact with students' families. Student voice is respected, considered and appropriately acted upon. The formal process of ensuring student leadership and engagement was/is via the Student Council. Parents are involved in supporting and making important decisions at our kura as we provide an opportunity for a parent led whānau support group to give feedback to the kura. Parents are also members of the disciplinary committee. Parents assisted in recruitment activities including information evenings.

Measures for Goal 3: Our annual attendance, absences and truancy report shows 23.3% unjustified absences. We had a core group of students who attended school regularly and participated in the broad curriculum being delivered. We also had a core group of students who were still frequently absent despite the range of curriculum activities and pastoral care systems that were eventually implemented. We are yet to properly implement the 5 + 5 + 5 attendance monitoring system. (After 5 absences a letter is sent home and the social worker will visit. After a further 5 absences a hui is set up between the whānau teacher, the student, the social worker and the whānau. After a further 5 absences a hui is convened with the Senior Management Team, the student and the whānau.) At present an administrator phones parents within the first hour of school to query absences.

Focus for the 2015 School Year:

- To provide staff professional learning development in "Te Reo me ngā tikanga o Ngātiwai" to enhance the current engagement of students through authentic local tikanga Māori learning experiences.
- To ensure that the Aspire to Inspire camps shift in their original 'boot camp' purpose to better support ongoing engagement and the school's local competencies of kaitiakitanga, manaakitanga, whakawhanaungatanga and also hauora.
- To engage the tuakana/senior students in leading the High Expectations Plan (HEP) with their peers.
- To have a staff wide/united approach to the HEP.
- To provide more quality opportunities for whānau teachers to engage with students and families in their whānau class. Ensure that whānau teachers are the first port of call for any pastoral care issues.

- To implement the 5 + 5 + 5 attendance tracking and response system with a view of improving engagement through regular attendance.

OBJECTIVE: RETENTION & RECRUITMENT			
Goals:	Met	Progressing	Not Met
Goal 1: <i>We will develop a culture of self-review and provide high quality character building teaching to ensure student engagement, retention and achievement. (Goal 8 of our strategic plan)</i>	MET		
Goal 2: <i>We will recruit students for 2015 (Goal _ of our Strategic plan)</i>		PROGRESSING	
Goal 3: <i>Staff will utilise engage not enrage teaching strategies as a mechanism of student retention.</i>		PROGRESSING	
<p>Comment on Performance in 2014 School Year:</p> <p>Measures for Goal 1: Staff reflections were recorded at the end of term 2 and in Curriculum Meetings as a way of improving future practice and programmes.</p> <p>Measures for Goal 2: Improved Public Relations in Term 4 occurred via Community Information Evenings, a well-attended prize giving, the delivery of the Aspire to Inspire end of year camp and promotion of the kura via our facebook page/social networking. These events led to subsequent enrolments for 2015. Marketing strategies also included the production of school tees, singlets and hoodies to promote our kura.</p> <p>Measures for Goal 3: Professional Learning Development and further support is required to enable 100% of our staff to utilise engage not enrage teaching strategies as a mechanism of student engagement and furthermore retention.</p>			
<p>Focus for the 2015 School Year:</p> <ul style="list-style-type: none"> • To normalise being reflective practitioners via learning conversations in Curriculum Meetings. To formalise evaluations via annual staff reflection reports. • To foster a culture of becoming more vocal regarding the positive occurrences at our kura to counter the negative media. • To fully implement our High Expectations Plan (HEP) • To access/purchase professional learning development (Positive Behaviour for Learning – PB4L) to further develop staff in consistent application of behavioural management strategies 			

OBJECTIVE: STUDENT ACHIEVEMENT			
Goals:	Met	Progressing	Not Met
Goal 1: <i>Students will experience learning successes in the three levels of NCEA and other relevant qualifications/pathways that align (Goal _ of our strategic plan)</i>		PROGRESSING	
<p>Comment on Performance in 2014 School Year:</p> <p>Measures for Goal 1: See Appendix A for finer details regarding Student Achievement results. It is important to note that a proportion of our senior students joined at the end of terms 2 and at the start of term 3.</p> <p>The diagnostic PAT tests show that 63% of the tested students were Below/Well Below the standard in Science. 39% of the students tested Below /Well Below the standard in Reading and 57% of tested students were Below/Well Below the standard in Maths.</p> <p>A high proportion of our current students will be tracking towards attaining an NCEA qualification in a time-frame of between 1.5 and 2 years.</p>			

However, junior students (Years 9 and 10) have achieved between 3 and 25 NCEA credits in their first year with us. A proportion of the junior and senior students have also attained a Maritime Day Skipper/Coast Guard qualification which also attributes 6 credits towards the NCEA qualification.

Focus for the 2015 School Year:

- To learn from the 2014 timetable and simplify the 2015 timetable to ensure curriculum coverage. IE. Breadth and depth in learning which should improve student participation, engagement and achievement results.
- To minimize Correspondence Enrolments to Science for the Junior School and a maximum of 2 subjects in the Senior School.
- To replace the Specials (Equine and Motorbike) programme with a range of Senior Education For Sustainability (EFS) programmes. The EFS programmes provide wider scope for participation of female students and incorporate Unit and Achievement Standards. The EFS programmes will be delivered by our Papataiao team through a renewed Memorandum of Agreement (MOA) between our school, Papataiao and the National Trades Academy. (NTA)

4.2 Performance Standard: Student Achievement

See Appendix 1 – Student Achievement Data Template (*Excel Template provided by the Ministry of Education*)

To follow are explanatory notes for each of the components within the Student Achievement Data Excel Spreadsheet. We used PAT tests as diagnostic tools in 2014. For 2015 our kura will utilise e – asTTle as a diagnostic tool.

See first tab: Student Achievement (1 -10) for Te Pūmanawa o te Wairua

- Reading/Writing

Our contract does not require us to report against the National Standards as we are a Year 9 – 14 school. However, we undertook diagnostic PAT tests for Reading, Listening, Science and Te Reo Māori for all students including the Year 9 and 10 students. The template provided does not provide space for us to report against Listening and Science.

We collected baseline tuhituhi/writing data for junior students who arrived at our kura with a level of proficiency and fluency in Te Reo Māori. These students were entered into and passed all external NCEA tuhituhi and pānui exams which shows that they were operating above levels 4 and 5 in the New Zealand Curriculum (NZC) at the end of 2014.

Teacher Aides were allocated to students who were identified as well below the standard in reading and writing. The Science PATs require a high proportion of reading comprehension and writing skills.

Most junior (Y9 & Y10) students were engaged in Senior English programmes and entered into Level 1 NCEA standards. Most of the junior students were able to achieve the NCEA standards, with some achieving Merit and Excellence. Hence the shift in achievement which shows that 84% of our junior students were above the standard at the end of 2014. Level 1 NCEA standards are developed in line with level 6 achievement objectives in the NZC. Students who achieved said standards by the end of 2014 were operating well above the National standard for Year 9 and 10 students.

It is important to note that our English standards were moderated by NZQA at the end of last year and moderation reports state, quote:

"Student performance is being assessed consistently at the national standard. NZQA is highly confident in the assessor's ability to make assessment judgements at the national standard for the sample of student work supplied. Across all student work submitted, teacher judgements are reliable and consistent with the national standard."

- **Mathematics**

The junior data shows that mathematics is an area that requires strengthening. The 2015 male Year 11 cohort requires intense support in mathematics because 57% of that group were below the National Standard at the end of 2014. A timetable change to enable more core subject time and a shift in personnel are some strategies that have been employed to address the situation. A smaller Guaranteed Minimum Roll for 2015 will also provide us an opportunity to more fully support all students, including those with high learning needs.

See second tab: Student Achievement (11 -13) for Te Pūmanawa o te Wairua

At the start of the 2014 year we undertook enrolment interviews and it became apparent that a high proportion of our senior students had either been disengaged from education, had high absences at previous schools and/or had a range of social services connected to them. Therefore, all students including seniors were tested with Junior PAT tests to collect baseline diagnostic results. The data at the start of the year showed that generally the Junior School scored higher than the Senior School in all areas of testing, except for in exceptional circumstances where 2 to 3 out of the 25 senior students scored well in the Y9 and Year 10 diagnostic assessments.

Year 11 – 13 students were included in the original diagnostic assessments using the same scale as the junior students, which was:

Well Below = 0 – 25% Below = 26 – 50% At = 51 – 75% Above = 76 – 100%

The Year 9 and 10 PAT diagnostic assessments are aimed at level 3 and 4 of the New Zealand Curriculum (NZC). Year 11 students should generally be operating at levels 5 and 6. Year 12 at levels 6 and 7. Year 13 at levels 7 and 8. The marking scale against the PAT diagnostics for seniors has been adjusted and reported in the final 2014 student achievement data as follows:

Year 11: Well Below = 0 – 50% Below = 51 – 75% At = 76 – 100%

Year 12: Well Below = 0 – 75% Below = 76 – 100%

Year 13: Well Below = 0 – 100%

As diagnosed at the start of 2014, most of the senior school are on a 1.5 to 2 year journey in attaining an NCEA qualification. IE. Senior students were entered into NCEA courses with between 40 to 110 credits. Students entered into courses of 40 - 70 credits (in 2014) are intended to achieve their NCEA qualification in a period of 1.5 to 2 years, which included the majority of our senior students. Whilst those 3 students who were entered into 80 to 110 credits deemed themselves capable of attaining those said credits and were supported by staff to work towards achieving that goal.

It is important to note that a proportion of our senior students enrolled with us in terms 2 and 3, therefore they did not have an entire year of schooling with us.

We have two sets of senior student achievement results:

1. Results for senior students whose diagnostic results indicated their ability to be entered into an entire NCEA qualification
2. Results for senior students whose diagnostic results indicated that they require between 1.5 and 2 years to attain an entire NCEA qualification. Additional tabs have been added to include this set of results.

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	23.3%
Stand downs	2.1 days per year per 100 Students	1
Suspensions	0.42 days per year per 100 Students	2
Exclusions	0.15 days per year per 100 Students	0
Expulsions	0	1
School Culture	Aspire to Inspire Evaluation Report at the start of Term 2, 2014. (Appendix 2)	Aspire to Inspire Evaluation Report at the end of Term 4, 2014. (Appendix 3)

Comments	
Unjustified absences	Implementation of the 5 + 5 + 5 attendance tracking and response system is imperative to improve attendance in 2015.
Stand downs	No comment
Suspensions	No comment
Exclusions	Not applicable
Expulsions	Expulsion of 1 student was necessary to maintain the safety and well-being of the school body.
School Culture	<p>There is evidence that the school culture has improved over the year. Aspire to Inspire are an external provider who ran a boot camp with our school in Term 2 and then a Leadership camp in Term 4.</p> <p>See Appendix B: The Aspire to Inspire Report from the start of Term 2 and Appendix C: The Aspire to Inspire report at the end of Term 4.</p> <p>Comparison of these reports will show evidence of how the school culture has developed over the year.</p>

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	2% - 5%	1.45%
Working capital ratio	2:1	0.87:1
Debt/equity ratio	0.5:1	0.05:1
Operating cash	Positive Cash Flow Forecast = Actual	Forecast: \$314,301 Actual: \$15,431
Enrolment variance	71	46

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	The forecasted cash flow is higher than actual as the timing of the grant instalments changed in December 2014
Enrolment variance	
Operating Surplus	

See Appendix 6 – Financial Performance Reporting Template

See Appendix 7 – Profit and Loss

See Appendix 8 – Balance Sheet

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 <u>at least one</u> of the priority learner groups	% of student roll that <u>does not</u> identify with at least one of the priority learner groups
46	96%	4%
Comments (if any)		
Our kura are predominately Māori learners from low socio-economic backgrounds. Our challenge is to ensure that we are inclusive towards the 2 non-Māori students. They are returning to our kura in 2015 which is evidence that we have been inclusive in our approach.		
Please provide in percentages the geographical locations where your student population has been drawn from.		
Response: Whangaruru = 18/46 (39%) Whangarei = 25/46 (54%) Kawakawa = 3/46 (7%)		

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:

- We have installed activboards in each of the learning areas.
- Health and Safety signage is visible throughout the school.
- Smoke free signs are also visible in the hall.
- Our Guaranteed Minimum Roll for 2015 is reduced so an additional classroom is no longer a priority
- The basketball/netball court is a high priority for Term 1 2015
- Heat pumps/air conditioning will be installed in each classroom for Term 1 2015 instead of the purchase of a shade in front of the classrooms.
- Storage containers have been purchased. (1 for the storage of ag/hort tools and utensils. The other for property storage.)
- The driveway was graded twice. A more permanent and long term driveway upgrade will be pursued in 2015
- The current admin block will remain until student numbers increase.
- Furniture stock-take undertaken to satisfy insurance requirements.

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

<p><i>been incorporated into school planning and decision making?</i></p> <ul style="list-style-type: none"> • <i>How well has the school communicated key information to parents, family, whānau, iwi and the community?</i> • <i>To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?</i>
<p>Response:</p> <ul style="list-style-type: none"> • Whānau are involved in supporting and making important decisions at our kura as we provide an opportunity for a parent led whānau support group to give feedback to the kura. A written report was submitted to the kura from the parent representative. • Whānau are also members of the disciplinary committee. • Whānau assisted in recruitment activities including information evenings. • Local iwi kaumātua input into curriculum delivery and co-construction. • The Student Coordinator/Bus officer position was established as a direct response to parents concerns about behaviour on the bus. • The timetabling committee have taken feedback from the whānau at whānau hui in term 4 whilst developing the 2015 timetable. • Professional Learning Development is to be made available to staff in 2015 to strengthen their knowledge in Te Reo me ngā tikanga o Ngātiwai ki Whangaruru.

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		
Kamo High School	Exam Centre	For all external NCEA exams
Papataiao –National Trades Academy	Project Possum and Project Fencing	16 hours per term
Moana Futures	Coast Guard/Day Skipper and Project Mana Moana	Four hours per week
Te Aho o Te Kura Pounamu	Dual enrolment for Correspondence programmes	One option line within the timetable
COMMUNITY ORGANISATIONS AND GROUPS		
Ngātiwai Trust Board	Use of meeting rooms for kura, hui ā- whānau and trustee meetings.	Approximately three hours per week.
Te Uri o Hīkiahiki	Local kaumatua support our kura in pōwhiri, Whakatau and input into local tikanga and Māori curriculum.	Hours vary week to week

Ngāti Hine Health Trust	<ul style="list-style-type: none"> • Waka Oranga Programme • Atuatanga Programme • Smoking Cessation Programme 	Two hours per week.
The Farm	Contracted services to provide the motorbike and equine programmes in our special option line.	Three hours per week
O'neil Surf Academy	Delivery of the Surf Programme during an option line.	Two hours per week
Mountains to the Sea Conservation Trust	Experiencing Marine Reserves Apprenticeship with one senior student as a follow on from the whole school programme in Term 2.	18 hours per term.

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:

Nil

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

5.4.2	<p>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.</p> <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: Nil		
	COMPLAINANT <i>e.g. family, parent, student</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION

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: See Appendix 4 (Risks and Issues Register)

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: See Appendix 4 (Risks and Issues Register)

7 STRATEGIC FOCUS FOR 2015

<i>Summarise the strategic focus for your school for 2015</i>
Response: See Appendix 5 – Strategic Plan Analysis of Variance

Partnership Schools - Annual Report Summary (1-10) for Te Pūmanawa o te Wairua

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	81.0%	100.0%	60.0%	N/A	N/A	N/A	N/A	N/A	N/A
Māori	s 9(2)(a) OIA								
Pasifika									
Other									
Male									
Female									

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									
End of Year 8									
End of Year 9	s 9(2)(a) OIA								
End of Year 10									

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	63.0%	63.0%	46.4%	81.0%	100.0%	60.0%	-18.0%	-37.0%	-13.6%
Māori	s 9(2)(a) OIA								
Pasifika									
Other									
Male									
Female									

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									
End of Year 8	s 9(2)(a) OIA								
End of Year 9									

Partnership Schools - Annual Report Summary (1-10) for Te Pūmanawa o te Wairua

s 9(2)(a) OIA

End of Year 10

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	37.0%	59.3%	3.7%	19.0%	57.1%	23.8%	19.0%	57.1%	23.8%
Māori	s 9(2)(a) OIA								
Pasifika									
Other									
Male									
Female									

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									
End of Year 8									
End of Year 9	s 9(2)(a) OIA								
End of Year 10									

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	37.0%	59.3%	3.7%	0.0%	15.8%	84.2%	0.0%	15.8%	84.2%
Māori	s 9(2)(a) OIA								
Pasifika									
Other									
Male									
Female									

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									
End of Year 8									
End of Year 9	s 9(2)(a) OIA								
End of Year 10									

Partnership Schools - Annual Report Summary (1-10) for Te Pūmanawa o te Wairua

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	53.6%	42.9%	3.6%	40.0%	20.0%	40.0%	40.0%	20.0%	40.0%
Māori	s 9(2)(a) OIA								
Pasifika									
Other									
Male									
Female									
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									
End of Year 8									
End of Year 9	s 9(2)(a) OIA								
End of Year 10									

Partnership Schools - Annual Report Summary (11-13) for
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Achievement Performance Standard

Performance Standard	% Pass	% Standard
School Leavers with NCEA L1		81.0%
School Leavers with NCEA L2	93.3%	67.0%

% of Standard Achieved
139%

Achievement Summary - All Students

All Students NCEA Level 1	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students	24.5%	48.6%	48.6%	2.7%	0.0%	51.4%
Māori	s 9(2)(a) OIA					
Pasifika						
Other						
Male						
Female						
Year 9	s 9(2)(a) OIA					
Year 10						
Year 11						
Year 12						
Year 13						

s 9(2)(a) OIA

All Students NCEA Level 2	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students	s 9(2)(a) OIA					
Māori						
Pasifika						
Other						
Male						
Female						

Partnership Schools - Annual Report Summary (11-13) for Te Pūmanawa o te Wairua

Year 9	s 9(2)(a) OIA	
Year 10		
Year 11		
Year 12		
Year 13		

20%	s 9(2)(a) OIA
0%	
students	

	2014 Results				
	All Students NCEA Level 3	Not Enrolled	Not Achieved	Achieved	% Pass
All students					0.0%
Māori					0.0%
Pasifika					0.0%
Other					0.0%
Male					0.0%
Female					0.0%
Year 9					0.0%
Year 10					0.0%
Year 11					0.0%
Year 12					0.0%
Year 13					0.0%

NCEA L3 Attainment										
100%										
90%										
80%										
70%										
60%										
50%										
40%										
30%										
20%										
10%										
0%										
All Māori Pasifika Other Male Female Year 9 Year 10 Year 11 Year 12 Year 13 students										

Achievement Summary - School Leavers

	2014 Results				
	School Leavers NCEA Level 1	Not Enrolled	Not Achieved	Achieved	% Pass
All students					0.0%
Māori					0.0%
Pasifika					0.0%
Other					0.0%
Male					0.0%
Female					0.0%
Year 9					0.0%
Year 10					0.0%

NCEA L1 (School Leavers) Attainment										
100%										
90%										
80%										
70%										
60%										
50%										
40%										
30%										
20%										
10%										

Partnership Schools - Annual Report Summary (11-13) for Te Pūmanawa o te Wairua

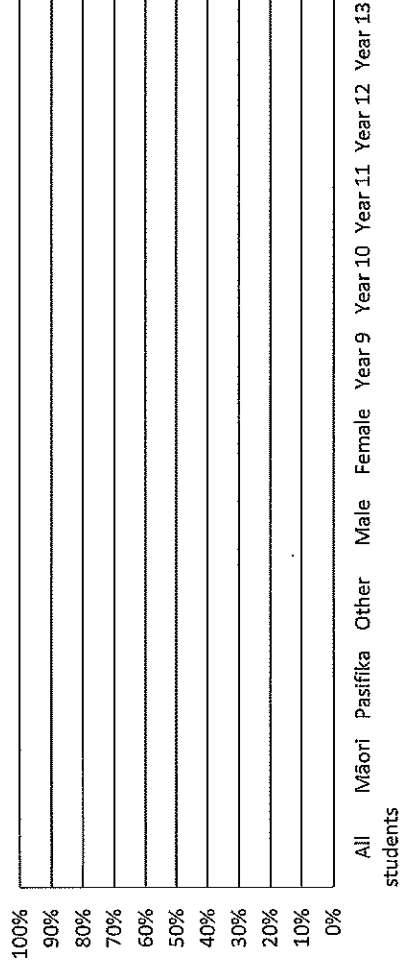
Year 11							0.0%
Year 12							0.0%
Year 13							0.0%

0%	All	Māori	Pasifika	Other	Male	Female	Year 9	Year 10	Year 11	Year 12	Year 13
	students										

School Leavers NCEA Level 2	2014 Results					% Pass
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	
All students						0.0%
Māori						0.0%
Pasifika						0.0%
Other						0.0%
Male						0.0%
Female						0.0%

Year 9						0.0%
Year 10						0.0%
Year 11						0.0%
Year 12						0.0%
Year 13						0.0%

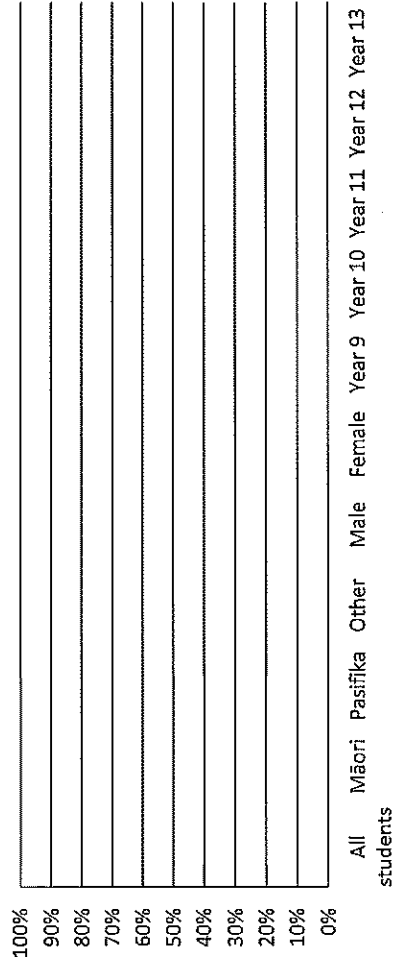
NCEA L2 (School Leavers) Attainment



School Leavers NCEA Level 3	2014 Results					% Pass
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	
All students						0.0%
Māori						0.0%
Pasifika						0.0%
Other						0.0%
Male						0.0%
Female						0.0%

Year 9						0.0%
Year 10						0.0%
Year 11						0.0%
Year 12						0.0%
Year 13						0.0%

NCEA L3 (School Leavers) Attainment



Partnership Schools - Annual Report Summary (11-13) for
Te Pūmanawa o te Wairua

Variance Report - Mid Year Estimation compared to Year end Actuals (All Students)

% At or Above	Mid Year Reporting			End of Year Actual			Mid Year - Actual Variance		
	L1	L2	L3	L1	L2	L3	L1	L2	L3
All students	100.0%	100.0%		50.0%	100.0%	0.0%	50.0%	0.0%	
Māori	s 9(2)(a) OIA			s 9(2)(a) OIA			s 9(2)(a) OIA		
Pasifika									
Other									
Male									
Female									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									

Partnership Schools - Annual Report Summary (11-13) for
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Achievement Performance Standard

Performance Standard	% Pass	% Standard
School Leavers with NCEA L1		81.0%
School Leavers with NCEA L2	93.3%	67.0%

% of Standard Achieved
139%

Achievement Summary - All Students

All Students NCEA Level 1	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students	24.5%	48.6%	48.6%	2.7%	0.0%	51.4%
Māori	s 9(2)(a) OIA					
Pasifika						
Other						
Male						
Female						
	s 9(2)(a) OIA					
Year 9						
Year 10						
Year 11						
Year 12						
Year 13	s 9(2)(a) OIA					

All Students NCEA Level 2	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Māori	s 9(2)(a) OIA					
Pasifika						
Other						
Male						
Female						

s 9(2)(a) OIA

Partnership Schools - Annual Report Summary (11-13) for Te Pūmanawa o te Wairua

Year 9
Year 10
Year 11
Year 12
Year 13

s 9(2)(a) OIA

All Students NCEA Level 3	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students						0.0%
Māori						0.0%
Pasifika						0.0%
Other						0.0%
Male						0.0%
Female						0.0%

Year 9
Year 10
Year 11
Year 12
Year 13

NCEA L3 Attainment

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Achievement Summary - School Leavers

School Leavers NCEA Level 1	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students						0.0%
Māori						0.0%
Pasifika						0.0%
Other						0.0%
Male						0.0%
Female						0.0%

Year 9
Year 10

NCEA L1 (School Leavers) Attainment

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%

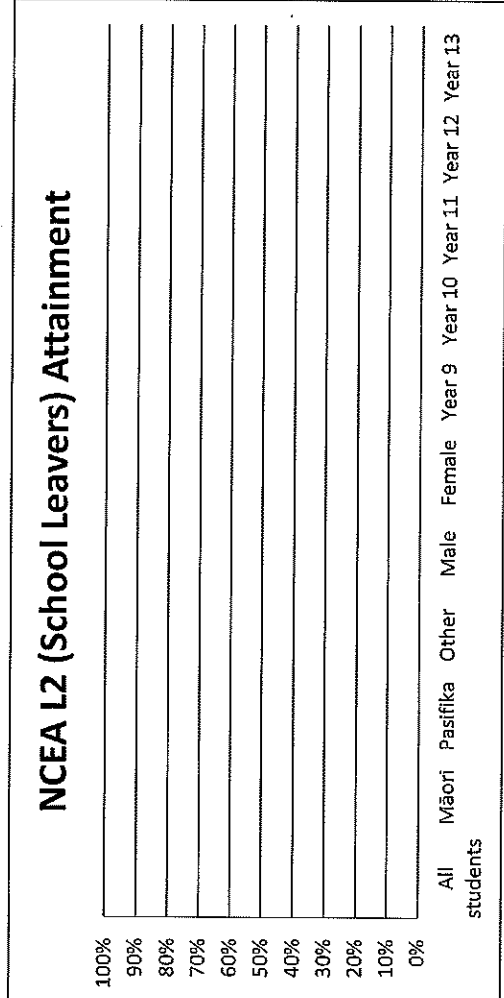
Partnership Schools - Annual Report Summary (11-13) for
Te Pūmanawa o te Wairua

Year 11						0.0%
Year 12						0.0%
Year 13						0.0%

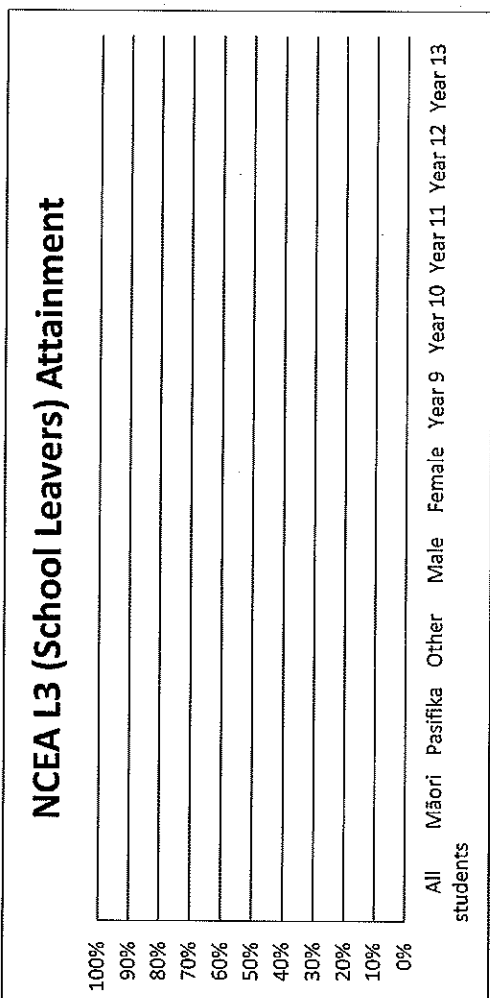
0%	All	Māori	Pasifika	Other	Male	Female	Year 9	Year 10	Year 11	Year 12	Year 13
	students										

School Leavers NCEA Level 2	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students						0.0%
Māori						0.0%
Pasifika						0.0%
Other						0.0%
Male						0.0%
Female						0.0%

Year 9						0.0%
Year 10						0.0%
Year 11						0.0%
Year 12						0.0%
Year 13						0.0%



School Leavers NCEA Level 3	2014 Results					
	Not Enrolled	Not Achieved	Achieved	Achieved Merit	Achieved Excellence	% Pass
All students						0.0%
Māori						0.0%
Pasifika						0.0%
Other						0.0%
Male						0.0%
Female						0.0%



Year 9						0.0%
Year 10						0.0%
Year 11						0.0%
Year 12						0.0%
Year 13						0.0%

Partnership Schools - Annual Report Summary (11-13) for Te Pūmanawa o te Wairua

Variance Report - Mid Year Estimation compared to Year end Actuals (All Students)

% At or Above	Mid Year Reporting			End of Year Actual			Mid Year - Actual Variance		
	L1	L2	L3	L1	L2	L3	L1	L2	L3
All students	100.0%	100.0%		50.0%	100.0%	0.0%	50.0%	0.0%	
Māori	s 9(2)(a) OIA								
Pasifika									
Other									
Male									
Female									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									