



Pacific Advance Senior School

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 3rd QUARTER

For the period 1 July to 30 September 2015

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1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

Name of School	Pacific Advance Senior School
Year Levels	2015 – Y11, 2016 – Y11-12, 2017 – Y11-13
Quarter 3 Enrolment Count	62
School Address – Physical	42 Atkinson Avenue, Otahuhu, Auckland 1062
School Address – Postal	PO Box 22420, Otahuhu, Auckland
Website Address	www.pass.school.nz
Name of Key Contact	Hamish Crooks
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Parehuia Enari [REDACTED]
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	(09) 276 0375

1.2 Organisational Structure

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

Consider the following questions:

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

Response: See Appendix 1: Governance Structure

There are no changes to the organisational structure of the Pacific Peoples Advancement Trust Board (the Sponsor), the School Advisory Board (the school board) or the school management team. The organisational structure is provided as an appendix to this report. During the 3rd Quarter:

- The Sponsor met regularly to review the school's progress, make decisions and communicate them.
- The school Advisory Board met regularly to review the school's progress, provide advice and make recommendations to the Sponsor
- The school's managers reported regularly to the Sponsor and the school board about the progress the school was making to achieve its objectives. The monthly *Principals Report* provides relevant and sufficient information to enable the Sponsor to make informed governance decisions.

The MOE appointed Governance Facilitator provided effective oversight by meeting with the Sponsor and school managers regularly, attending school board meetings, supporting the Sponsor to review the school's progress against its Objectives and by providing advice and guidance to the Sponsor.

2. EXECUTIVE SUMMARY FOR THE MINISTER

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

2.1 Executive Summary

Response:

The Pacific Advance Senior School continues to experience good success in reaching Pasifika priority learners and providing them with a high quality education focused on strengthening their English, Mathematics and Science ability.

Mid-year meetings with kainga (parents), their student and teachers provided the school with good feedback about the school's performance to date. Typically, kainga reported that their child now wanted to go to school and, as a result, they no longer had to force their child to attend school. They also indicated that school had become an enjoyable and meaningful experience for their child.

The school's own records show that school attendance continues to improve and that there are only seven students (down from 13) whose attendance is below 80 per cent. The average school attendance for the 3rd quarter is 83 per cent. The impact of higher school attendance is reflected in students' achievement on internally assessed Achievement Standards. For assessment undertaken in Term 3, 89 per cent of the grades awarded were Achieved or higher.

The school continues to monitor the progress of each student towards attaining national qualifications. To improve their chance of success, teachers are offering regular tutorial classes and they regularly work with students' one-on one or in small groups.

Part of the most recent school holidays were used to provide students with a chance to develop their financial literacy skills. Planning is underway to offer students other additional learning experiences once they have completed their NCEA examinations in November. We will provide daily tutorials as usual throughout the external examinations to the beginning of December.

The daily Tu Tagata and Fa'a Pasifika programmes provide physical conditioning; develop emotional intelligence, family meals and talanoa lessons. These Pasifika practices continue to prepare students physically, mentally and spiritually at the start of each day. The programme is proving to be important for restoring students' confidence and self-belief, and fostering their desire to succeed academically and continue with their education.

The Sponsor meets regularly to review the school's progress in achieving its Objectives, make decisions and communicate them. The school Advisory Board provides advice and makes recommendations to the Sponsor.

The Sponsor continues to build links in the community and increase awareness of the school's Objectives. The Sponsor has invited the principals from 15 local high schools to the school so that they can learn more about the school, including how it can serve Pasifika who choose to disengage from their local school despite the school's best efforts and advice, and the student not having any concrete plans for further education, training or employment.

The Sponsor has effective procedures to ensure that the school complies 'at all times' with all of the Minimum Requirements in its *Agreement* with the Crown, is meeting the *Agreement* Performance Standards and is achieving its Objectives.

3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT


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

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met	Not Met	N/A
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	✓	✓	✓
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	✓		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	✓		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	✓		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	✓		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	✓		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	✓		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	✓		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	✓		
16.1(j)	any transport required is provided as described in Schedule 3;			✓
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	✓		
16.1(l)	the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	✓		
16.1(m)	the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position does not fall below the minimum percentage set out in clause 3 Schedule 4;	✓		
16.1(n)	the Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under this Agreement;	✓		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	✓		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	✓		
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	✓		
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	✓		

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

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

3.2 Non Compliance with Minimum Requirements			
Clause	Requirement	Reason	Remedy

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
<i>Mr Hamish Crooks (PPAT BOARD)</i>	<i>s 9(2)(a) OIA</i> 	<i>30/10/2015</i>
Insert Name (Title)	Signature (electronic)	Date

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1 Objectives from your Agreement

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

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

The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Student Engagement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below. Note, where there is some overlap between your Objectives and the Performance Standards please complete the relevant Performance Standard section below. There is no need to repeat information in the Objectives section; instead please direct the reader to the appropriate section.

4.1.1 Objective 1: Reaching target Pasifika priority learners				
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
Ensure Pasifika values of love, compassion, respect, faith and service encompasses all aspects and functions of PASS	PEP's affirm student identity as learners	PROGRESSING TOWARDS	PROGRESSING TOWARDS	The school continues to review the students' personal education plan (PEP). As preparation for 2016, the coaches and school managers have met to develop their knowledge and understanding of Vocational Pathways (VP). The school is using the VP website and to the Careers NZ website to develop courses that will enable Year 12 students to achieve a VP in 2016. Coaches have met one-on-one with their students to review their career aspirations and 2016 subject choices in their PEP's.
	Student achievement data reflects high student engagement in their studies	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Staff have consistently promoted to students the importance of attending school at least 90 percent of the time in order to succeed in their learning. As a result, there has been a steady increase in student overall attendance. Attendance has also improved for particular students who had a high rate of absenteeism earlier in the year. The overall attendance rate for the 3 rd quarter is 83 per cent. This coincides with an overall achievement rate of 89 per cent in the 3 rd quarter for internal assessment.
	Evidence of integration of Pasifika-centred education activities into curriculum/teaching programmes	MET	PROGRESSING TOWARDS	The students and staff continue to experience the benefits of the daily Tu Tagata and Fa'a Pasifika programmes that provide physical conditioning, emotional intelligence development, praise and worship, family meals and talanoa lessons. These Pasifika practices continue to prepare students physically, mentally and spiritually at the start of each day. The programme is important for restoring their confidence and self-belief, and fostering a commitment and determination to succeed academically and continue with their education. Five students have left their local gangs over the past quarter and they credit this decision to the school's caring staff and its focus on Pasifika values.
	Students and their kainga report an increase in understanding/use and confidence in personal Pasifika language and culture	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Students lead their Language week celebrations and this gave them a sense of pride and empowerment. They stepped up to confidently lead school activities. Students who are not fluent in their heritage languages are keen to learn basic formal and informal speeches in their language. The school is planning to introduce further Aganu'u (Culture/protocol) lessons in term 4.
To develop the 2016 Curriculum	A curriculum development plan is in place to serve the learning needs of the students beyond 2015	PROGRESSING TOWARDS	PROGRESSING TOWARDS	The school is underway with its 2016 curriculum and Vocational Pathways planning for its first Year 12 students. The school aims to provide a wide range of courses, including those offered by the school in core subjects and more specialised courses offered by the Manukau Institute of Technology (MIT) and other external providers. The school has begun the process of applying to NZQA to engage a sub-contractor in 2016 so as to further broaden the range of technology-related courses that it can offer students. The Counties Manukau District Health Board has chosen to partner with the school in 2016 in a Health and Science Academy initiative for Pasifika students. This will strengthen student's Science ability and prepare them to undertake further study and training towards a career in a wide range of health-related occupations. All teachers participated in an NZQA led workshop to develop the school's e-Learning strategy. This has helped

4.1.1 Objective 1: Reaching target Pasifika priority learners			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
teachers to consider how they can gather evidence of student achievement more broadly, including from project-based learning, oral presentations from work that is completed as part of regular classroom activity.			
Comments			

4.1.2 Objective 2: Achieving Pasifika Student Success			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
To ensure high levels of achievement comparable to similar decile rated schools and expectations are attained	Achievement levels will be monitored, targets set, benchmarks met and students working towards the next NCEA level.	PROGRESSING TOWARDS	PROGRESSING TOWARDS
<p>The school management and teaching staff, and Sponsor encourage every student to prepare assessments that will lead to the award of national qualifications. To this end, teachers and coaches continue to provide expert support to the students in the classroom. Outside of class time, tutorials were provided during the 3rd quarter in Mathematics and Science teachers and 60 percent of students participated in them at least once.</p> <p>Twenty seven students sat the NZQA Mathematics Common Assessment Task (MCAT) in September. This number is encouraging and is a good indication that many students are now functioning at Level 5 of the New Zealand Curriculum despite having enrolled earlier in the year with poor Mathematical ability. Students who enrolled at the school more recently generally did not have sufficient mathematical ability to be assessed against the MCAT but some will have undertaken sufficient teaching and learning by November to be able to sit at least one externally assessed Achievement Standard.</p> <p>Practice exams were held to prepare students for the NZQA examination in November. They produced a mixture of results under these formal assessment conditions. Overall, teachers were pleased with the student's efforts, but the results show that more work needs to be done in order for students to do well on national examinations. To this end, teachers have identified those students who are unlikely to achieve NCEA Level 1 this year. Based on performance to date, teachers are confident that approximately 72% of students will complete the qualification in 2015. The remaining 28 per cent are mainly students who enrolled during the year, achieved none or few credits at their previous school and require specialist English for Speakers of Other languages (ESOL) support to assist their learning. The schools aim is to help these students complete NCEA Level 1 and 2 in 2016.</p>			
	Principals report each term on effectiveness of initiatives/interventions implemented through data such as attendance, discipline, achievement and leaver's destination.	PROGRESSING TOWARDS	PROGRESSING TOWARDS
<p>The school has introduced the following initiatives during the 3rd quarter to meet student needs:</p> <ul style="list-style-type: none"> The school has accessed the MOE Interim Response Fund (IRF) to support students who are, at times, challenging to manage. The school mentors these students to encourage them to improve their behaviour so that they can fully participate in classroom teaching and learning. The school offered a Financial Literacy programme to all during the September break. The programme provided an opportunity for students to gain some basic financial literacy skills as well as be assessed against two Unit Standards. Almost all students gained the five credits that were available. A part time ESOL support teacher has worked with four students who are rated at the foundation level of the English Language Learning Programme. The school has engaged with their local Resource Teachers: Learning and Behaviour (RTLb) support team and a Special Education Needs Co-ordinator (SENCO) to apply for grants to assist learners with special education needs. The school has applied for Special Assessment Conditions for three students for the NCEA examinations. <p>The school has been approved as its own NZQA examination centre for 2015. This is in response to opposition from PPTA members at another school who were opposed to their Principal offering his school as an examination centre for PASS students. NZQA have arranged an Examination Centre Manager (ECM) and plans are well underway for the upcoming exams. The school's leaders, ECM and NZQA are confident that the exams will run smoothly for the students.</p>			

4.1.3 Objective 3: Achieving Pasifika Student Engagement																							
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3																				
To improve attendance of students	Implementation of strong attendance follow up procedures	PROGRESSING TOWARDS	PROGRESSING TOWARDS																				
	More parents would report absences	PROGRESSING TOWARDS	PROGRESSING TOWARDS																				
	Statistics are analysed and reported to the Board every term	PROGRESSING TOWARDS	PROGRESSING TOWARDS																				
<p>The winter months took a toll on the health of some students. Follow up by coaches on absences, including unexplained ones, has been robust and it has encouraged families to help get their child back into good health so that they can attend school. The school has a partnership with One Care Health and they provide free medical care for students up to 18 years old. This has also helped some students reduce the number of days they would otherwise have been away from school.</p> <p>There has been an improvement by kainga in reporting absences and there has been a slight decrease in the number of unjustified absences. Approximately 10 per cent of our kainga require ongoing follow-up from our coaches about why their child is away from school.</p> <p>The school provides the Sponsor and the School Advisory Board with monthly updates about student attendance. The table below shows that there has been an improvement in student attendance during the 3rd quarter.</p> <table border="1"> <thead> <tr> <th>Attendance Rate</th><th>July # of students (62)</th><th>August # of students (62)</th><th>September # of students (62)</th></tr> </thead> <tbody> <tr> <td>Less than 70%</td><td>6</td><td>2</td><td>3</td></tr> <tr> <td>70% to 80%</td><td>7</td><td>5</td><td>4</td></tr> <tr> <td>80% to 90%</td><td>14</td><td>23</td><td>21</td></tr> <tr> <td>90% or more</td><td>35</td><td>32</td><td>34</td></tr> </tbody> </table>				Attendance Rate	July # of students (62)	August # of students (62)	September # of students (62)	Less than 70%	6	2	3	70% to 80%	7	5	4	80% to 90%	14	23	21	90% or more	35	32	34
Attendance Rate	July # of students (62)	August # of students (62)	September # of students (62)																				
Less than 70%	6	2	3																				
70% to 80%	7	5	4																				
80% to 90%	14	23	21																				
90% or more	35	32	34																				

4.1.4 Objective 4: Engaging Pasifika Families and Communities			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Engaging parents and Kainga	The community identifies with the school and its vision	PROGRESSING TOWARDS	PROGRESSING TOWARDS
	Kainga feel they are in a partnership with the school to support their child's learning	PROGRESSING TOWARDS	PROGRESSING TOWARDS
	The school has effective processes for engaging Kainga when students are enrolled	MET	MET
	Kainga actively participate in the school in a variety	PROGRESSING TOWARDS	PROGRESSING TOWARDS
<p>The school continues to build positive relationships in the local community. PASS staff and students are recognisable members of the Otahuhu community. The school regularly uses Otahuhu community facilities for Tu Tagata (physical conditioning and swimming lessons) and boxing and after school study (at the local library).</p> <p>PASS involvement at the Recreation Centre and library has resulted in a small number of kainga (family members) also joining the gym or using the library. Police and local youth workers regularly visit PASS to share lunch with the students and staff. The local Primary school Principal conveyed to the school leaders that it is refreshing to see the noticeable improvement in the fitness levels of PASS students as they run past his school.</p> <p>The school held its first Kainga Talanoa/Hui Taututu (three way interviews) during the 3rd quarter. These meetings (spread across four evenings) were a huge success. Ninety per cent of students had one or more parent or caregiver attend. It was noticeable that there were a high number of fathers present. Teachers, kainga and students all reported positively on the meetings. There were described as being informative and empowering for the student and kainga. Overall, kainga are pleased with the progress their child(ren) is/are making. Some are particularly pleased that their child's habit of poor school attendance has been broken and that they are now attending school regularly.</p> <p>The school effectively engages with kainga when their child enrolls at the school. Families whose child receives support from external agencies meet with the school's leaders from the outset to discuss the wrap around support that is needed to ensure a smooth transition into PASS. The school's leaders ensure the families, students and youth services co-ordinators clearly understand the commitment that the student is expected to make, and other expectations the school has, as part of the enrolment process.</p> <p>The school hosted a Pasifika dance company and students were taught dance as part of the curriculum. Students, staff and kainga also attended a dance production which told a story of the impact of the 1918 influenza epidemic on the Samoan people. Kainga expressed their</p>			

4.2 Student Achievement

4.2.1 Teaching, Learning and Student Achievement

Please provide commentary on the following questions

- *How is learning time maximised for students?*
- *What focus is placed on student achievement and how?*

Response:

The school operates a full timetable and there is very little opportunity for students to be idle. The day begins at 8.15am and ends at 3.00pm with one half an hour break for lunch. The timetable includes Tu Tagata (mental/physical conditioning and nutrition) and Fa'a Pasifika (Pasifika cultural practice) programmes that provide students with a uniquely Pasifika approach toward their schooling and academic preparation. During Fa'a Pasifika, students, staff school leaders can celebrate each other's successes of the day and share insights on what success looks like at PASS. Student achievement, attitude, the importance of regular attendance and work ethic are common daily themes during this time. Particular recognition is given to students who have made good progress at school throughout the term.

4.2.2 Feedback to students and measuring progress

Please provide commentary on the following questions

- *How do you provide feedback to students on their learning and progress?*
- *How do you monitor and evidence student performance?*
- *How do you measure progress in achieving the learning goals?*

Response:

A Personal Education Plan is the key point of reference for every student. Coaches review the plan every term with the particular student. The school's leaders regularly check on student progress towards attaining national qualifications and teachers are expected to enter grades on the school's student management system promptly so that academic information is up-to-date.

The teachers and coaches monitor the progress of every student in their village and they meet regularly with students individually, as groups or as a village to provide feedback or feed forward on their academic progress and the progress they are making to internalise the school's values. All students have access to their NZQA logs and are able to check their progress from home. The school uses e-AsTTle as a baseline tool for all students and PROBE for those students who are identified as ESOL.

As of 11th September 2015, 50% of the students achieved their L1 literacy and numeracy credits, a 6% increase from July 2015. A further 22% of students achieved their L1 literacy credits. The following table demonstrates the attained credits and a description of the learners at enrolment:

0-10 credits (Not in a position to achieve NCEA Level 1 in 2015)	11-20 credits (Unlikely to achieve NCEA Level 1 in 2015)	21-30 credits	31-40 credits	> 41 credits (On track)
12	5	11	9	25
2 ESOL students 4 Truants/Late enrolees 6 Late enrolees	1 ESOL 4 Truants/Late enrolees	1 ESOL 4 Truants 6 Late enrolees	5 T1 students 4 Late enrolees	20 T1 students 5 Late enrolees with sufficient credits at this time of year

4.2.3 Purposeful teaching

Please provide commentary on the following questions

- *How efficient are teachers?*
- *How are lessons structured to ensure clarity of purpose?*
- *How have teachers adapted their teaching practices to suit individual learner needs?*

Response:

Teachers are experienced classroom planners and practitioners. They have appropriate learning intentions, objectives and activities that meet the needs of the learner. Intentions and objectives are outlined visually for the students to help them understand the learning that they are engaging in.

Classes are made up of students of mixed ability so as to maximise the opportunities for students to collaborate, share ideas and to help each other. Teachers, however, are expected to differentiate the delivery of the classroom material to ensure they reach every student. At times, the more capable students offer support to their peers who may be struggling. We find this approach very effective for the reluctant learner.

4.2.4 The school as a learning organisation

Please provide commentary on the following questions

- *What evidence is there of school-based staff development?*
- *What evidence is there that decision making is based on data-driven results?*
- *How is staff development focussed on student achievement?*
- *How do school resources support positive student achievement outcomes?*
- *What evidence is there of teachers and students finding innovative ways of learning?*

Response:

Staff meetings provide ongoing opportunities for school-based professional development (PD). Because school managers keep the weekly administration matters to a minimum (by communicating these via email), the staff are able to robustly discuss priority school matters during these meetings.

The school's *Annual Plan* includes the need for PD and events are scheduled in advance and recorded in staff meeting minutes. Staff are encouraged to record their personal reflections after each meeting.

At least twice per term, the school's leaders regularly share the overview of student progress with teachers and coaches and discuss the action steps required to move the students to the next level. The general questions are usually; Who are your non-participating students, or those at-risk or on track learners? How do you know? What evidence do you have to prove this? What will you do next to support the learner? What resourcing do you have already or need to support this? When will you try your adapted idea?

A focus for many of the staff meetings and PD opportunities has been to increase the confidence and creativity of teachers so that they are not afraid to try something new. The school's leaders have recruited highly experienced secondary teachers to lead the core subjects so that their vision to develop project based, integrated and contextualised learning can be realised. The school's vision is for it to provide a curriculum that is tailored to the Pasifika learner and that has relevance for every learner.

The students and staff attended a full day's PD at MindLab - a specialist education lab dedicated to enhancing digital literacy capability and the implementation of contemporary practice in the teaching profession. This experience gave students and teachers an opportunity to explore a broader appreciation of, and exposure to, digital technology. The students and teachers were fully engaged for the entire day coding robots, making animated movies and designing computer games using simple material.

MindLab offers scholarships for registered teachers to study an applied, progressive and blended postgraduate qualification specialising in digital and collaborative learning. As a consequence, two staff members have started a course of study to build their teaching capacity in this field and find innovative ways to deliver the curriculum to our students and share their skills and knowledge with colleagues.

4.3 Student Engagement

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

UNJUSTIFIED ABSENCES

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

4.3.1 Unjustified Absences

Metric: Measured through attendance data provided to the Ministry.			
Performance Standard	Previous Quarter 2	Previous Quarter 3	Comments
0.028 multiplied by the number of Students multiplied by the number of days the School is open	BASELINE: $0.028 \times 59 \times 52$ = 85.90	BASELINE: $0.028 \times 62 \times 60$ = 104.16	
	ACTUAL: = 76.07	ACTUAL: = 88.00	
	88.56% of the Performance Standard	84.49% of the Performance Standard	

STAND DOWNS

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

4.3.2 Stand downs

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Previous Quarter 3	Comments
2.1 days per year per 100 Students	0	2 days (2 students, (1 day each)	Two students were stood down for the period of one day. These do not exceed the maximum periods set out in the Act. The student engagement team were notified according to the guidelines.

SUSPENSIONS

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

4.3.3 Suspensions

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Previous Quarter 3	Comments
0.42 days per year per 100 Students	0	0	

EXCLUSIONS

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

4.3.4 Exclusions (for students under the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Previous Quarter 3	Comments
0.15 days per year per 100 Students	0	0	

EXPULSIONS

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

4.3.5 Expulsions (for students over the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Previous Quarter 3	Comments
0	0	0	

4.4 Financial performance

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

See Appendix 2: Financial Performance

4.4.1 Operating Surplus

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (%)	Previous Quarter 3 (%)	Comments
2-5%			
s 9(2)(b)(ii) OIA			

4.4.2 Working Capital Ratio

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Previous Quarter 3 (ratio)	Comments
2:1	4.59:1	3.47:1	

4.4.3 Debt Equity Ratio

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Previous Quarter 3 (ratio)	Comments
0.5:1	0.25:1	0.35:1	

4.4.4 Operating Cash

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (\$)	Previous Quarter 3 (\$)	Comments
Positive cash flow forecast = actual			s 9(2)(b)(ii) OIA

4.4.5 Enrolment Variance

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (#)	Previous Quarter 3 (#)	Comments
100	59	62	

4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

4.5.1 Enrolment of priority learner groups

Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.

Performance Standard	Previous Quarter 2 Roll	Previous Quarter 3 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	59	62	100%

Comments (if any):

Māori students = 13%, Pasifika Students = 87%. 100% of students that are enrolled at the school identify themselves as either Māori or Pasifika descent.

4.5.2 Student Enrolments

Please provide in percentages the geographical locations where you are drawing your students from.

Response:

- West Auckland (Henderson) = 3%
- Central Auckland (Waterview, Mt Wellington, Mt Albert, Otahuhu, Onehunga, Avondale) = 24%
- South Auckland (Manurewa, Manukau, Flatbush, Otara, Favona, Papatoetoe, Mangere) = 73%

5. OPERATIONAL MANAGEMENT

5.1 Property

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

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

Response:

The school property meets all building and safety requirements to accommodate up to 175 students. One large space remains to be refurbished. The Sponsors, landlord and contractor have agreed to initiate the refurbishment of this space immediately to ensure completion by the beginning of Term 1, 2016.

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

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

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

Response:

The school used the mid-year Kainga Talanoa/Hui Tauutuutu (three way interviews) to gather verbal and written information from kainga about

- the needs of their student
- how they felt the school can best serve their child's educational needs
- whether the school was achieving its objectives

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

The school received a good response from kainga. In several instances, they reported that the school's efforts to follow up on unexplained absences had led to a significant improvement in their child's school attendance and academic performance. Kainga also reported that their child now wanted to go to school and, as a result, they no longer had to force their child to school. They indicated that school had become an enjoyable and meaningful experience for their child.

Initial planning is underway by the school about how it will consult near the end of the year with:

- students, about the relevance of their courses and their overall satisfaction with the quality of education the school provided
- kainga, and other stakeholders to confirm the effectiveness of the school and make suggestions about how the school can further improve its performance
- from all stakeholders, to confirm the effectiveness of the school in meeting the needs of students, kainga and the community.

The Sponsor is committed to articulating and communicating its vision for the school amongst the broadest possible audience. The Sponsor believes that it is in its best interest to build an open, transparent and authentic relationship with kainga and the wider community by informing them about the schools progress and ensuring it meets the needs of the community it serves.

To this end, the Sponsor has already:

- developed a 'Ten frequently asked questions' brochure to help kainga, community and church leaders, and representatives of government and social agencies be well informed about the school's purpose and vision (See **Appendix 3: 10 Frequently Asked Questions**).
- written to the Principal of each of the 15 local high schools to inform them about PASS and how it can serve Pasifika students including those who choose to disengage from their local school despite the school's best efforts and advice, and the student not having any concrete plans for further education, training or employment.

The school has effective internal reporting processes that enable it to report each quarter to the Minister of Education and will enable it to report to the community early in the new year. The Sponsor is aware that these reports are also a way for it to report to kainga, whānau and the community. The school also maintains its website and uses it as another way of providing key information about the school to kainga, whānau and the community.

5.2.2 Community and educational partnerships

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

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
PT networking and engaging with local ITO's to develop a Vocational arm to our 2016 curriculum		
COMMUNITY ORGANISATIONS AND GROUPS		
Otauhu Rec Centre	Gym & fitness instruction.	Use of gymnasium 3 hours per week. Full instruction from staff. Use of

		showers. All students.
Otara Pool & Leisure Centre	Swimming lessons.	Use of swimming lanes 3 hours per week. Full instruction from staff. All students.
Otahuhu Rugby Club	Use of fields.	2-3 hours per week where necessary.
Strive Community Trust	Truancy support.	3 students.
CYFS Otahuhu	Child welfare liaison and staff training.	Where needed.
One Care Health, Papatoetoe	Student medical check up and care including dentistry service.	6 weekly visits. All students.
Otahuhu Community Police	Weekly checks on school building. Safety and Truancy support.	Officers drop in when available for lunch with the students.
Pacific Boxing	Boxing skills lessons.	3 hours per week.
Hallelujah Worship Centre (Otahuhu)	Community engagement and recruitment.	The Senior Pastor fully supports the school and promotes new enrolments.
Indian Christian Fellowship (Otara)	Mentoring support, holiday programmes	Where needed.
Otahuhu Mangere Youth Group	Mentoring, holiday camps	Developing networks.
INZONE (Epsom)	Mentoring, leadership camps	Chosen leaders attend camps.
Auckland City Council	Student leader interviews	Meetings focusing on what youths need in the Otahuhu area.
Buck Stowers – Genetics Training	Mentoring	Mentoring – obesity.
Pacific Dance NZ Le Moana Dance Coy (Porirua)	Pasifika dance workshops.	3 hour workshop (one off)
Solomon Group Youth Services	Mentoring and financial literacy lessons	September holidays.

5.3 Media

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

ORGANISATION/OUTLET E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.	NATURE OF STORY	WEB LINK (if available online) E.g. to a news website, Radio NZ, You Tube.
NIL		

5.4 Official Complaints received by the Sponsor

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

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

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

5.5 Challenges received under the Independent Review Framework (IRF)

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

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

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

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

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

Response:

NIL

6. RISKS AND ISSUES

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

See Appendix 4: Risks and Issues Register

6.1 Risks

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

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

Response:

Nil

6.2 Issues

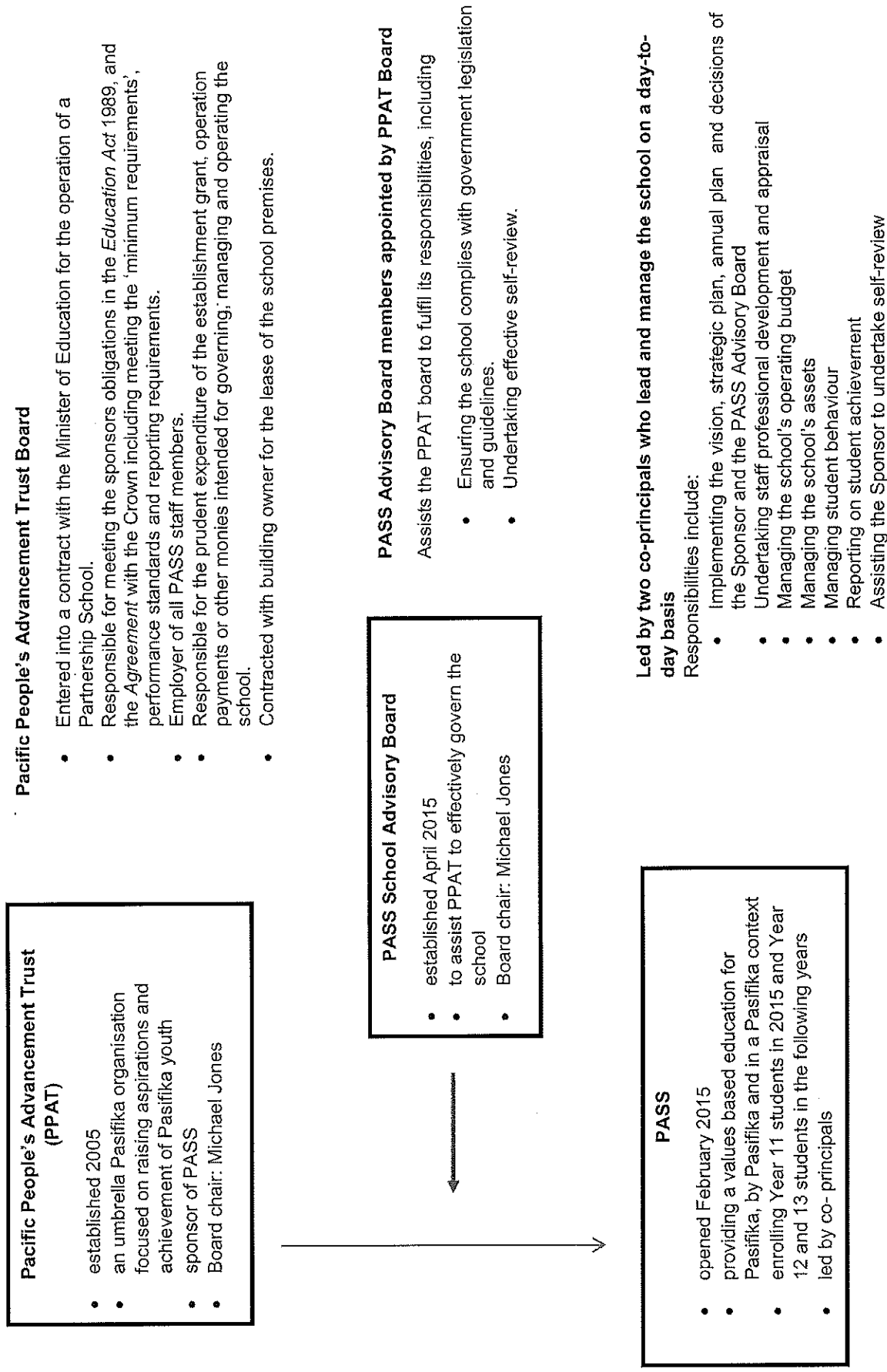
Please provide a summary of any issues identified that are currently affecting the operation of the school.

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

Response:

The school has not reached its maximum student roll despite increased efforts on the part of the Sponsor and school managers to recruit students. The school continues to enrol students, and will continue to do so in term four. Planning is well underway to enrol students for 2016. The school anticipates that its success with students in 2015 will encourage kainga and whānau to consider the school as a viable schooling option that can meet the needs of their student(s). Three students withdrew from the school in the 3rd quarter despite the school's best efforts to retain them. In one instance, family pressure for the student to enter the workforce and be an additional income earner was a prevailing factor in their decision.

PASS Governance structure and overview of responsibilities



6.1 Risk Register

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

#	Assess Risk				Evaluate Risk			Monitor Risk		Support from the Ministry			
	Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Risk Status	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating		Risk Level	Comments and Updates	Date of Review
	001	Early Dec 2014	Low numbers/Funding penalty	Low enrolment numbers may impact on funding for 2016 if the GMR is reduced.	PPAT	Open	New recruitment plan in place.	Strengthen recruitment strategy Delegate a recruitment team Upgrade social media/websites Community promotion Strong communication with MoE and Auth Board.	Rare	Minor	Q2 Comment: Recruitment plan progressing well, establishing relationships with middle schools. Open days set for Q3. Communication and promotion is consistent. In the second quarter the net increase in the roll was 11. We are anticipating and planning for a similar increase in the third quarter. As of 30 July, our roll is already up to 64.	Monthly Board meetings	
	002	JULY 1, 2014	Capability/Capacity	Continued acceptance of new enrolments is increasing the already wide range of learning needs below curriculum level 6.	PPAT	Open	<ul style="list-style-type: none">Basic ESOL supportAttendance follow upAfter hours tutorials	<ul style="list-style-type: none">Staff PDMore effective use of support staff (coaches)			Already disengaged students are entering the school with nil or little NCEA results. Students entering with record of 'continued absence' from previous school. Difficult to retain.		

6.2 Issues Register

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

Identifying the Issue					Analysing the Issue		Evaluating the Issue		Support from the Ministry	
Issue No.	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.
001	Nov 2014	Governance	Change of governance structure	PPAT	Low	Closed	Transitioning into a new BoT for PASS 6 th May 2015.	Q2 Comment: <ul style="list-style-type: none"> PASS advisory board in place and meeting monthly to support PPAT. GF is providing guidance to the Sponsor and school management ensuring understanding of contractual agreement and governance responsibilities. 	Quarter 3	
002	April 2015	Governance Support	Resignation of GF	MoE	High	Closed	Position open from 13 th May 2015	Q1 Comment: Relationship Manager to find a suitable replacement ASAP. Q2 Comment: Governance facilitator engaged from 18 th May 2015	Weekly	Relationship Manager to find a suitable replacement ASAP.
003	Early Dec 2014	Low enrolment numbers	Low enrolment numbers Dec - 7 students Jan - 4 Feb - 17 April - 48 May - 53 Enrolling a Y11 cohort 2015, Y11-12 2016, Y11-13 2017	PPAT/Project Manager	High	Open		Q2 Comment: <ul style="list-style-type: none"> Enrolment Update Student admissions Dec - June = 69 Student withdrawals March - June = 10 Student numbers (monthly) Dec - 7 students Jan - 14 Feb - 31 March - 48 April - 52 May - 65 June - 59 	Monthly BoT	MoE to invite other schools to alert PASS when a student leaves.
003	Early Dec 2014	Low enrolment numbers	Low enrolment numbers	PPAT	Medium	Open	The Board developed a 2016 recruitment plan, which is now led by the PASS administration and the Co-Principals. Neighbouring schools have been invited by the Board to consider PASS for any students they cannot reach. The recruitment team have begun their advertising campaign for 2016. The school continues to accept new enrolments.	Q3 Comment: <ul style="list-style-type: none"> Enrolment Update Student admissions July-Sep = 6 Student withdrawals July-Sep = 6 (3 of these students left at the end of Q2. Confirmation via SMS and Enrol was not complete until mid July). Student numbers (monthly) July - 59 Aug - 62 Sep - 62 	Monthly BoT	MoE to invite other schools to alert PASS when a student leaves.

Pacific Advance Senior School

Financial Performance Quarterly Reporting

Quarter 2 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	537,327	537,330	537,330		1,611,987
Total Expenditure for Quarter					
Operating Surplus					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	4.74	4.59	3.47		4.14
s 9(2)(b)(ii) OIA					
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.22	0.25	0.35		0.28
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	51	59	62		62
Financial Statements Attached	Yes	Yes	Yes		Yes

Certification

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



s 9(2)(a) OIA

Signed

Name: Hamish Crooks - Trustee

Date: 30/10/2015