



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Te Kura Hourua o Whangarei Terenga Paraoa

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 Kura Hourua o Whangarei Terenga Paraoa
Sponsor Name	He Puna Marama Trust
School Address – Physical	185 Lower Dent Street, Whangarei
School Address – Postal	PO Box 6020, Otaika, Whangarei
Website Address	www.mokonz.co.nz
Date of Partnership School Agreement	16.09.13
Date school first opened for instruction	10.02.14
Guaranteed Minimum Roll	50
Maximum Roll	300
Number of students enrolled	53
Year Levels	9-13
# of Instructional Days per School Year	398 half days, 199 full days
Name of Key Contact	Raewyn Tipene
Key Contact email address	[REDACTED] s 9(2)(a) OIA
Key Contact phone number	09 4384228
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews
School Leader/Principal email address	n.matthews@mokonz.co.nz
School Leader/Principal phone number	09 4384228

Mission Statement

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
<p><i>There has been one significant change to the organisational structure of the School. We have employed Freda Mocaraka to take up the role of Pouwhakahaere with responsibility for the day to day operation of the Kura. The previous Pouwhakahaere, Dr Nathan Matthews, has moved into a new role of Pouhere with responsibility for the strategic and administrative leadership of the Kura and leading the establishment of our second partnership school (primary). Freda was the Principal at Opononi Area School up to October when she began her new role with us. She is an experienced teacher and school leader.</i></p>

1.3 School Teaching Staff

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

Teachers	Actual vs Contract	Number or Percentage
Number of teachers that hold registration (reporting year)	Actual*	8
	Contract	5
Number of teachers that hold registration a Limited Authority to Teach (reporting year)	Actual*	0
	Contract	0
Number of non-registered teachers (2014)	Actual*	1
	Contract	1
Total number teaching staff (registered, LAT and non-registered)	Actual*	9
Total number teaching staff (registered, LAT and non-registered)	Contract	6
Percentage of teachers that hold registration and/or LAT (2014)	Actual*	88.9%
	Contract	83.3%

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
<p>Please describe here:</p> <p>Our non-registered teacher taught te reo Maori using the Te Ataarangi method. He is a certificated Te Ataarangi pouako.</p>

1.4 Enrolments

Fill in the requested information below regarding school enrolments:

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

5						
6						
7						
8						
9			12	13	2	
10			15	15	1	10
11			10	11		13
12			10	11	3	8
13			3	3		7
TOTAL			50	53	5	38

* 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	13	0	0	0	0
10	15	0	0	0	0
11	11	0	0	0	0
12	11	0	0	0	0
13	3	0	0	0	0
TOTAL	53	0	0	0	0

2. EXECUTIVE SUMMARY

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

2.1 Executive Summary

We are happy with our overall performance for the first year of operation. We have laid a solid platform from which to continue to develop and strengthen our Kura in the coming years.

The key markers of our performance in 2014 are:

- *Meeting our minimum roll requirement of 50 students, finishing the year with 53 enrolled.*
- *A successful programme with ERO that resulted in a positive report published publicly in December 2014*
- *Very good NCEA results.*
- *Whānau engagement through our start of the year hikoī where we stay on various marae and learn about Ngā Puhī, weekly pānui, end of term celebration hui and hui whakapiki (parent/student conferences). We also ensure that ākonga have the opportunity to attend significant cultural events such as ANZAC celebrations, Waitangi Tribunal hui, hui mate and held an election debate for the Māori candidates standing in the various Northland electorates.*

Other notable features of our year were:

- *Our entire school performed at the Te Tai Tokerau Kapa Haka Festival.*
- *We had ākonga compete in every category of the Te Tai Tokerau Manu Kōrero Competition.*
- *Four senior ākonga took part in the year-long Young Enterprise Scheme winning the regional awards for the Dragons Den sales pitch and the Technology Award*
- *Ten junior students attended the BEAMS science expo at Auckland University.*
- *We participated in the official opening of the 50th Celebrations of Whangarei City as support for the Mayor and local mana whenua.*
- *We welcomed the Kiwi and Toa Samoa league teams to Whangarei as support for the mayor and local mana whenua.*
- *The employment of Freda Mōkaraka as the Pouwhakahaere to lead the day to day operation of the Kura.*

We have built some important relationships with:

- *NorthTec where a number of our students completed STAR courses.*
- *Te Wānanga o Aotearoa who provided a year-long junior (Year 9 & 10) and a Level 2 Māori art programme.*
- *CareersNZ who we have been working together with to build career planning into our programme using some of the resources and expertise available through CareersNZ.*

These are all examples of our progress toward and achievement of our performance standards of Student Achievement, Student Engagement, Targeting Priority Learners and Financial Performance. We have also met all of the Minimum Requirements as stated in our Agreement.

3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Sponsor's declaration

FOR THE SPONSOR TO COMPLETE:

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

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

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

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

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

Print name	Signature	Date

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives from your Agreement

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

OBJECTIVE: Participation			
Goal(s) of the Objective:	Met	Progressing	Not Met
Consistent attendance at Kura	Yes		
Comment on Performance in 2014 School Year: We worked closely with whānau to ensure that there was consistent attendance by ākonga at kura, we made contact each day to follow up any absences. Any patterns of non-attendance or unjustified absences were also dealt with as quickly as possible with whānau.			
Focus for the 2015 School Year: This will continue to be a focus this year and we will look to refine and strengthen communication with whānau.			

OBJECTIVE: Retention			
Goals:	Met	Progressing	Not Met
Stable number of students enrolled at the Kura.	Yes		
Number of students enrolled at the Kura.	Yes		
Comment on Performance in 2014 School Year: We had five students in total leave the Kura during 2014. One left early in Term 1 and another in Term 3 as they chose to attend other schools in Whangarei. One left in Term 2 to live in Australia with his father and another moved to Auckland in Term 3. The final ākonga left to take up employment.			
Focus for the 2015 School Year: To meet the minimum roll requirements (70) and retain those students throughout the year.			

4.2 Performance Standard: Student Achievement

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

4.3. Performance Standard: Student Engagement

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

Measure	2014 Performance Standard	2014 Actual
Unjustified absences	0.028 multiplied by the number of Students multiplied by the number of days the School is open	59 actual days missed. $0.028 \times 53 \times 194 = 287.89$
Stand downs	2.1 days per year per 100 Students	0
Suspensions	0.42 days per year per 100 Students	0
Exclusions	0.15 days per year per 100 Students	0
Expulsions	0	0
School Culture	Collect Baseline data	<i>[Summarise baseline information and provide a performance standard for 2015]</i>

Comments	
Unjustified absences	We have worked hard to ensure we communicate with whanau to minimise unjustified absences and ensure we are reporting attendance accurately. This has been a work in progress throughout the year.
Stand downs	We have also worked hard to ensure we communicate well with ākonga, get ahead of any problems, get whanau in as soon as possible and work in a tikanga Māori restorative manner. This is time intensive but we can see the benefits in these categories.
Suspensions	As above
Exclusions	As above
Expulsions	As above
School Culture	We are enrolled for the wellbeing survey but did not implement at the end of the year. We will look at doing it with all returning ākonga to provide some base line data.

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%	\$581,779,00
Working capital ratio	2:1	16.54:1
Debt/equity ratio	0.5:1	20.55:1
Operating cash	Positive cash flow forecast = actual	\$581,779.00
Enrolment variance	50	3

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 Working Capital = Current Assets – 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	1. Operating surplus is required to cover planned as yet unrealised expenditure in the future periods.
Working capital ratio	2. As above – funds held for future expansions
Debt/equity ratio	3. Trust has no debt and is healthy ratio
Operating cash	4. As in above – 1 explanation
Enrolment variance	5. Above from contracted numbers by 3 students
Operating Surplus	6. As in above -1 explanation

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
53	100%	0%
Comments (if any)		
Please provide in percentages the geographical locations where your student population has been drawn from.		
Response:		
Whangarei City	69.8%	
Whangarei District	9.4%	
Far North District	17%	
Kaipara District	1.9%	
Auckland	1.9%	

Which priority group?

- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).
- **Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
- **Students from low socio economic backgrounds:**

If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background. (This is restricted to three years because families may move as their circumstances change).

5 OPERATIONAL MANAGEMENT

5.1 Property

Please provide information on your school property.

Consider the following topics in your response:

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

Response:

We have completed some minor improvements in 187 Lower Dent Street, in Term 2, by adding some aluminium doors and windows, upgrading lighting and painting walls and ceilings to upgrade the learning space that is dedicated to our senior, Year 12 & 13, students. This was managed by our project manager using quality sub-contractors. We have plans for a medium-long term development of our site in order to provide appropriate facilities for the growing number of students; we are currently on track with these plans.

5.2 Whānau and Community Engagement Policy

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

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

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

- *To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?*

Response:

We continue to build and develop our engagement strategies based on our whānau engagement policy. As a Māori organisation we have a number of well established relationships in our town and region we also have many personal and professional networks that allow us to engage the immediate kura whānau and the wider Whangarei and Māori communities.

We gather the thoughts and opinions of our whānau through regular hui such as our hui whakapiki and end of term celebrations. We also hold "one off" events such as our election debate as a means of connecting and communicating with our whānau. We also meet with other local groups such as Ngati Wai, Nga Hapu o Whangarei to gather their views and plans around education.

We report to whānau and through a weekly panui, twice yearly written reports and twice yearly hui whakapiki (which is where we develop Personalised Learning Plans for every senior student). These are mainly focussed on academic progress and achievement and often lead to further discussions when needed. We have an official Kura facebook page that we regularly update with important information and are developing our website. We have a substantial Whanau Handbook that all whanau receive.

We deal with the concerns of our whānau seriously and follow a "kanohi ki te kanohi" approach where the Pouwhakahaere meets directly with the whānau to come to a satisfactory resolution or explanation. The complaints process is in our Whanau handbook which every whanau receives. This is also available on request if needed.

We consider our whānau at all times in terms of our decisions, whether it is the time we schedule hui, the cost of uniforms or the ways we communicate. This is a key part to our approach to education, engaging the whole whānau.

We have progressed our whanau engagement policy across all of our agreed areas and will continue to strengthen and develop these further.

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

Partnering Organisation	Description of the Partnership	Level of involvement students and/or staff involved; approx hours per month, resources involved etc.
EDUCATIONAL ORGANISATIONS		
<i>NorthTec</i>	By contract provide tertiary education. Through STAR access specific training.	3 students completed a L2 Hospitality course. NorthTec students ran personal training sessions for our ākonga during Term 4.
<i>Te Wānanga o Aotearoa</i>	By contract provide Māori Art classes for all year 9/10 and NCEA L2 Art students	2 art classes held once weekly each. 3 seniors doing Level 2 art once weekly (1/2 day).
<i>CareersNZ</i>	Working together to develop career advice and planning.	Pouwhakahaere and CareersNZ staff.

COMMUNITY ORGANISATIONS AND GROUPS		
<i>Whakairo</i>	Students are trained by a tohunga whakairo	6 Students
<i>Octane Youth Health</i>	A medical clinic for youth	Whanau have enrolled for GP services.
<i>Far North Crossfit</i>	Fitness Training	By contract 3 x 1 hour session per week. 1 session for each student.
<i>Whangarei Family Planning Clinic</i>	Staff member provided seminar sessions with students.	2 sessions with our girls and 1 with boys around personal and sexual health.
<i>Whangarei District Council</i>	Ongoing relationship for mutual support.	As required
<i>Hihiaua Trust</i>	Ongoing relationship related to the development of the Hihaua block as a Māori culture and education site	As required

5.4 Complaints and the Independent Review Process (IRP)

<p>Describe any official complaints (written) received by the Sponsor in the table below.</p> <ul style="list-style-type: none"> • 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. 		
<p>Response: We received this complaint in Term 1 and worked through it with City Safe Whangarei and local businesses. There were no further complaints received in the course of the year.</p>		
COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
Local Businesses	There was a complaint about the noise our akonga were making going to and from Kura, including some of the language used.	We worked with City Safe Whangarei, who the complaint was lodged with, to resolve the complaint which involved some akonga going to apologise to specific businesses. We reminded akonga to be respectful of the local area but also asked City Safe to talk with complainants as there is no way to completely remove noise with young people now situated in this part of town. No further

		complaints were received.

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"> • <i>Please refer to <u>Schedule 8: Independent Review Process Framework (IRP)</u> of your Agreement.</i> • <i>List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.</i> • <i>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.</i> • <i>Do not attach copies of challenges under the IRP or your response(s) to complainants.</i> 															
	<p>Response: N/A</p>															
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 33%;">COMPLAINANT <i>e.g. family, parent, student</i></th> <th style="width: 33%;">NATURE OF CHALLENGE UNDER IRP</th> <th style="width: 33%;">RESOLUTION</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	COMPLAINANT <i>e.g. family, parent, student</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION												
COMPLAINANT <i>e.g. family, parent, student</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION														

RISKS AND ISSUES

6.1 Risks

<p><i>Please summarise any outstanding risks that will be carried over into 2015</i></p> <ul style="list-style-type: none"> • <i>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.</i>
<p>Response: No obvious outstanding risks that will be carried over into 2015.</p>

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:

No obvious outstanding issues that will be carried over into 2015.

6 STRATEGIC FOCUS FOR 2015

Summarise the strategic focus for your school for 2015

Response:

Our focus in 2015 is to build on the foundation of 2014 to provide an educational environment that allows our ākonga to Be Māori, Be Educated and Be Rangatira. Personalised planning and integrated learning will be a key focus as will embedding Te Marautanga o Aotearoa in our practise.