MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Partnership Schools | Kura Hourua

Year: 2018 **Quarter:** Quarter 2

School Details

School: Te Kāpehu Whetū (Teina)

Type: Primary School (Years 1-6) **School number:** 715

School Physical Address: 78 Tarewa Road, Whangarei

School Postal Address: PO Box 6020, Otaika, Whangarei 0147

School Website: www.tkw.ac.nz

School Leader

Name: Hoana Te Aika **Position:** Pouwhakaako

Mobile: [redacted] s 9(2)(a) OIA **Email:** h.teaika@mokonz.co.nz

Person Responsible for Teaching and Learning (if different from above)

Name: Hoana Te Aika **Position:** Pouwhakaako

Mobile: [redacted] s 9(2)(a) OIA **Email:** h.teaika@mokonz.co.nz

Sponsor Representative/ Key Contact

Name: He Puna Marama Charitable Trust

Key Contact: Raewyn Tipene **Position:** CEO

Mobile: [redacted] s 9(2)(a) OIA **Email:** rj.tipene@mokonz.co.nz

Organisational Structure

Have there been any changes to your organisational structure this quarter (including arrival/departure of trustees, change in CEO, changed management/governance functions of the school leadership)? **No**

If yes, please provide details of the changes. If no, please specify "n/a".

n/a

Teaching Positions

The contracted number of teaching positions is listed in Clause 1 of Schedule 4 of the Partnership Schools Agreement, and the contracted number or percentage of Registered Teachers and Holders of Limited Authority to Teach (LAT) is listed in Clause 2 of Schedule 4. The contracted percentage of curriculum time taught by Registered Teachers and a holder of a Limited Authority to Teach is stated in Clause 3 of Schedule 4.
NOTE: These may have been amended via Contract Variation.

Please enter the information below on the teaching positions in relation to the current quarter.

Teaching Positions	Contract	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number of persons holding a current practising certificate	Number of persons holding a Practising Certificate or LAT is 5 (Minimum)	5	5		
Number of persons holding a Limited Authority to Teach (LAT)		0	0		
Number of teaching staff who do not hold a current practising certificate or LAT	1 (Maximum)	1	1		
Total	6 (Minimum)	6	6	0	0
% curriculum time taught by a person holding a current practising certificate or LAT		83.3%	83.3%	0.0%	0.0%

If the actual number/percentage reported above is outside of the contracted performance standard, please provide an explanation and advise the date by which the situation will be rectified. If numbers and percentages are as agreed, please specify "n/a".

Staff member resigned.

Term Dates

Term dates are specified in Clause 3 of Schedule 1 of the Partnership Schools Agreement, but may be changed via a Contract Variation. Please enter the actual start and end dates for each term in the table below.

	Start Contracted	End Contracted	Total Days	Actual Start	Actual End
Term 1	7/02/2018	13/04/2018	49.0	7/01/2018	13/04/2018
Term 2	30/04/2018	6/07/2018	49.0	30/04/2018	6/07/2018
Term 3	23/07/2018	28/09/2018	45.0	23/07/2018	28/09/2018
Term 4	15/10/2018	20/12/2018	49.0	15/10/2018	20/12/2018

If the term dates are different to those that have been agreed, please provide an explanation. If the term dates are the same as those agreed, please specify "n/a".

n/a

Enrolment Details

Please indicate your school's actual roll below, as at the end of the term.

Current year levels: Year 1 to year 6

Enrolment details	Contracted	Q1 Actual (as at 31 March)	Q2 Actual (as at 30 June)	Q3 Actual (as at 30 Sept)	Q4 Actual (as at 31 Dec)
Actual roll	N/A	105	107		
Guaranteed Minimum Roll	N/A	N/A	n/a		
Minimum Roll	N/A	N/A	n/a		
Maximum Roll	N/A	N/A	n/a		
Enrolment Variance	110	-5%	-3%		

Please provide further details if your roll is not between the [GMR/Minimum Roll/Enrolment Variance] and the Agreed Maximum Roll. If the actual enrolment numbers are as agreed, please specify "n/a".

We currently have 3 students who are transitioning from Mokopuna ECE Center who will start in term 3, 2018.

Student Engagement

Student Engagement performance standards are set out if Clause 2.2 of Schedule 6 of the Partnership Schools Agreement. Annex A to Schedule 6 provides specific performance standards for each year level.
Please provide your student engagement results for this quarter below.

Student Engagement	Annual Performance Standard	Q1	Q2	Q3	Q4	YTD	Annual Limit
Unjustified Absences	0.01 multiplied by the number of Students multiplied by the number of days the School is open	1.0	2			3	205.4
Stand Downs	0	0	0			0	0.0
Suspensions	0	0	0			0	0.0
Exclusions	0	0	0			0	0.0

Please provide details if you have not met any of the student engagement performance standards. If you have met all performance standards, please specify "n/a".

Both absences were unexplained. The school was unable to contact whanau eventhough all means of communication were exhausted.

Wellbeing@School Survey

Schedule 6 of the Partnership Schools Agreement requires you to run the Wellbeing@School Survey annually.
NOTE: The Wellbeing@School survey is only available for students in years 5 and above.

Last completed:
(DD/MM/YYYY)
Term 3, 2017

Next scheduled:
(DD/MM/YYYY)
Term 3, 2018

If you have completed the Wellbeing@School survey for this year, please summarise the key findings and any actions you are taking, or that you are planning to take, in response to the survey's findings.

n/a

Targeting Priority Learners

Clause 2.4 of Schedule 6 of the Partnership Schools Agreement requires you to target a minimum of 75% priority learners. Please complete the table below on Priority Learners in relation to the current quarter.
NOTE: a student can only be counted in one category, even if they identify with more than one priority group.

Target % priority learners	Actual % priority learners			
	Q1	Q2	Q3	Q4
75%	100	100		

Please provide an explanation if your quarterly result is lower than 75%. You may also choose to comment even if you have met the target range. If you have no comment, please specify "n/a".

We have 10 akonga with high learning needs who require RTLB and speech language therapist support. We also have another 3 who work with the RTLB to support behaviour. Paenuku currently have 1 akonga who has SHHNF support.

School Curriculum

Curriculum and Qualifications are set out in Schedule 2 of the Partnership Schools Agreement. Please state if there have been any changes to the agreed Learning Areas identified in Clause 2 of Schedule 2.

No

Please provide further information if there have been changes to the agreed Learning Areas. If there have not been any changes, please specify "n/a".

n/a

Financial Performance

Financial Performance Measures are set out in Clause 2.3 of Schedule 6 of the Partnership Schools Agreement.

Operating Surplus (Target: 2%-5%)

The Operating Surplus is the difference between total revenue and total expenditure (including interest expenses, tax, and depreciation on assets). Schools should generally have a small surplus each year to ensure sufficient reserves are available to provide for any unexpected expenditure.

The Operating Surplus is calculated as follows:
Net Surplus after expense, taxes, depreciation and amortisation divided by total revenue.

Operating (Net) Surplus	Q1	Q2	Q3	Q4	YTD
Income ($)	$253,883	$254,690			$508,573
Expenditure - incl interest, tax & depreciation ($)	$225,599	$289,889			$515,488
Operating (Net) Surplus ($) - after interest and taxes	$28,284	-$35,199	$0	$0	-$6,915
Operating (Net) Surplus (%)	11.1%	-13.8%	0.0%	0.0%	-1.4%

Please provide an explanation if the quarterly result does not meet the performance standard. Your explanation should outline the reasons for this, what actions you are taking to remedy the situation, and an estimated date by which the Operating Surplus will meet the performance standard. You can comment even if you have met the performance standard. If you have no comment, please specify "n/a".

Te Kapehu Whetu Teina roll declined due to uncertainty of the school. Fixed costs remained the same.

Working Capital Ratio (Target: at least 2:1)

The Working Capital Ratio includes a school's ability to meet their short-term financial obligations through sound financial operation. Having a Working Capital Ratio of at least 1:1 means that a school is able to pay its short-term debts and operate with some flexibility. For example, if the Working Capital Ratio is 1.35:1, this would mean that for every $1 of current liabilities owed, the school has $1.35 current assets to use to meet their short-term financial obligations.

The Working Capital Ratio is calculated as follows:
current assets divided by current liabilities

Working Capital Ratio	Q1	Q2	Q3	Q4
Current Assets ($)	$922,483	$932,597		
Current Liabilities ($)	$320,218	$362,779		
Working Capital ($)	$602,265	$569,818	$0	$0
Ratio (eg 2:1)	2.9:1	2.6:1	0	0

Please provide an explanation if the quarterly result does not meet the performance standard. Your explanation should outline the reasons for this, what actions you are taking to remedy this, and an estimated date by which the Working Capital Ratio will meet the performance standard.
You can comment even if you have met the performance standard. If you have no comment, please specify "n/a".

n/a

Debt Equity Ratio (Target: Maximum 0.5:1)

A Debt Equity Ratio indicates how much debt an organisation is using to finance its assets relative to the amount of value it holds in equity. A ratio lower than 1 indicates that the entity has taken on manageable debt levels and has a low risk, and the lower the number, the less risk the entity is exposed to.

The Debt Equity Ratio is calculated as follows:
total liabilities divided by total equity

Debt Equity Ratio	Q1	Q2	Q3	Q4
Equity ($)	$664,687	$629,488		
Total Liabilities ($)	$320,218	$362,779		
Ratio (eg 0.5:1)	0.5:1	0.6:1	0	0

Please provide an explanation if the quarterly result does not meet the performance standard. Your explanation should outline the reasons for this, what action you are taking to remedy this, and an estimated date by which the Debt Equity Ratio will meet the performance standard. You can comment even if you have met the performance standard. If you have no comment, please specify "n/a".

n/a

Operating Cash Flow (Target: positive operating cash flow)

Operating Cash Flow represents the net inflow and outflow of cash in relation to the operating activities of your school for the quarter. A positive Operating Cash Flow indicates that the school is able to generate sufficient cash flow to maintain and grow its operations.

The Operating Cash Flow is calculated as follows:
by adjusting the net surplus to take into account non-cash income and operating expenses, and changes to working capital (excluding cash)

	Operating Cash Flow	Q1	Q2	Q3	Q4	YTD
	Operating (Net) Surplus - after tax	$28,284	-$35,199	$0	$0	-$6,915
less	Non-cash income (eg Establishment Funding released over time)	$0	$0			$0
plus	Non-cash Operating Expenses (eg depreciation)	$2,654	$2,752			$5,406
less	Changes in Working Capital - excluding cash*	-$208,637	-$30,057			-$238,694
	Operating Cash for the quarter ($)	$239,575	-$2,390	$0	$0	$237,185

* Increases in Working Capital should be inputted as a positive number, whereas decreases in Working Capital should be inputted as a negative number.

Please provide an explanation if the quarterly result does not meet the performance standard. Your explanation should outline the reasons for this, what action you are taking to remedy this, and an estimated date by which the Operating Cash Flow will meet the performance standard. You can comment even if you have met the performance standard. If you have no comment, please specify "n/a".

n/a

Debt Service Coverage Ratio

Clause 18.2 of the Partnership Schools Agreement requires you to report on your Debt Service Coverage Ratio as part of each quarterly and each annual report if you are servicing any term debt. The Debt Service Coverage Ratio is a measure of the cash flow available to pay current debt obligations. It states forecast net operating income as a multiple of debt obligations due within one year. If the ratio is less than 1, the borrower is unable to pay current debt obligations without drawing on outside sources - without, in essence, borrowing more. If it is too close to 1 - say 1.1 - the entity is vulnerable, and a minor decline in cash flow could make it unable to service its debt.

The Debt Service Coverage Ratio is calculated as follows:

by dividing the forecast net operating surplus for the next 12 months (before interest, taxes and lease payments) by the total of debt obligations due within one year (including interest, principal, sinking fund and lease payments, and including property and other operating leases, eg photocopiers).

18.2(b) Do you service any interest, principal or lease payments? **Yes**

Please complete the table below if the answer is "yes".

Debt Service Coverage Ratio	Q1	Q2	Q3	Q4	YTD
Forecast Operating (Net) Surplus for the next 12 months - after interest and taxes	$72	$2,958			$3,030
Forecast Interest and Lease Payments Payable for the next 12 months	$4,064	$7,206			$11,270
Forecast Operating (Net) Surplus before interest, lease payments and taxes for the next 12 months	$4,136	$10,164	$0	$0	$14,300
Total debt obligations due in the current next 12 months (including interest, principal, sinking fund and lease payments, and including property and other operating leases (eg photocopiers)	$4,064	$7,206			$11,270
Debt Service Coverage Ratio (%)	1:1	1.4:1	0:1	0:1	1.3:1

18.2(a) Has the Sponsor defaulted on any of its debt obligations, or can reasonably anticipate that it may soon default on any of its debt obligations? **No**

Please provide further detail if the answer is "yes". If the answer is "no", please specify "n/a".

n/a

Operational Management

Parents, family, whānau, iwi and community engagement policy

Clause 10.6 of the Partnership School Agreement requires you to publish and comply with your parents, family, whānau, iwi and community engagement policy. Please confirm whether you have complied with the requirements set out in Clause 10.6 of your Agreement. **Yes**

If you have not published or complied with this policy, please provide commentary below. If you have published and complied with this policy, please specify "n/a".

n/a

Policies for ensuring a safe physical and emotional environment for students

Clause 7.5 of the Partnership School Agreement requires you to prepare and provide to the Minister the school's policies for ensuring a safe physical and emotional environment for students. Following their approval, these become an operative document with which you must comply. Please confirm whether you have complied with the requirements set out in Clause 7.5 of your Agreement. **Yes**

If you have not complied with these policies, please provide commentary below. If you have complied with this policy, please specify "n/a".

n/a

Official complaints received by the Sponsor

Clause 10.5 of the Partnership School Agreement sets out requirements relating to complaints. Please identify if you received any official complaints during the quarter. **No**

Please describe each complaint in general terms, without information that may be deemed confidential. Please also describe how each complaint has been resolved. If there have been no official complaints this quarter, please specify "n/a".

n/a

Challenges received under the Independent Review Framework (IRF)

Clause 1 of Schedule 8 of the Partnership School Agreement sets out requirements relating to the Independent Review Process. Please identify whether any 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. **No**

Please describe any challenges using the IRP in general terms, without information that may be deemed confidential. Please also describe how each challenge has been resolved under the IRP. If there have been no challenges under the IRP this quarter, please specify "n/a".

n/a

Contractual Requirements

Contractual requirements are set out in the Partnership Schools Agreement as follows:
- Part 2: Key Requirements
- Part 3: Performance Regime
- Part 7: General Requirements of the Agreement for the current quarter.

Please identify if you have met each of the contractual requirements specified below.

Part 2 of the Agreement: Key Requirements

Clause	Q1	Q2	Q3	Q4
2.1(c): the Sponsor has acted in accordance with all of its approved operative documents (ie Parents, family, whānau, iwi and community engagement policy and policies for ensuring a safe physical and emotional environment).	**Met**	**Met**	**Please Choose**	**Please Choose**
9.1(a): the Sponsor will ensure that it teaches its students in accordance with the Curriculum described in Schedule 2.	**Met**	**Met**	**Please Choose**	**Please Choose**
9.1(b): notwithstanding any description of the Curriculum in Schedule 2, the Sponsor must ensure that the Curriculum is, at a minimum, in line with any Foundation Curriculum Policy Statement.	**Met**	**Met**	**Please Choose**	**Please Choose**
14.2: the Sponsor will ensure that it has, at all times, the equipment that is suitable for the Curriculum being delivered or to be delivered at the school, the class level(s) and abilities of its students.	**Met**	**Met**	**Please Choose**	**Please Choose**

If any of the above have been recorded as "Not Met" for the quarter, please record the clause number, reason, and remedy or mitigation for this. If all Key Requirements have been met, please specify "n/a".

n/a

Part 3 of the Agreement: Minimum Requirements and Performance Regime

Clause	Q1	Q2	Q3	Q4
16.1(a): no serious incident occurs in relation to the School that compromises the health and safety of a Student that could reasonably have been prevented by the Sponsor.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(b): no serious criminal activity is discovered to have taken place on the premises.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(c): the Sponsor has operated the School in accordance with the requirements set out in the requirements set out in the Gazette Notice.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(e): the Sponsor has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(f): The School hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(g): the stand down or suspension periods for Student have not exceeded the maximum periods set out in the Act.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(h): the Sponsor has complied with the legislative requirements in relation to standing down, suspending, excluding or expelling.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(i): the Sponsor has complied with every direction given under the Act or the Agreement.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(j): any transport required is provided as described in Schedule 3 of the Agreement.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(k): the Sponsor has a person appointed as the person responsible for teaching and learning at all times with a proven background in educational leadership.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(n): The Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78D of the Act (as applied by section 158U of the Act) and reporting on Police vetting under the Agreement.	**Met**	**Met**	**Please Choose**	**Please Choose**
16.1(q): the Sponsor has reported to parents in accordance with clause 7.8 of the Agreement.	**Met**	**Met**	**Please Choose**	**Please Choose**
18.1(a) and (b): in addition to the requirements for enrolment records set out in Section 77A of the Act, the Sponsor must: (i) use a student management system that is approved by the Minister for use by the Sponsor, which the Minister notifies the Sponsor of in writing; and (ii) use electronic attendance files for gathering data on Student attendance at School.	**Met**	**Met**	**Please Choose**	**Please Choose**
18.1(c): the Sponsor must maintain detailed records in accordance with prudent business practice and sufficient to enable the Sponsor to complete its reporting obligations under this Agreement, the Act or any other applicable laws.	**Met**	**Met**	**Please Choose**	**Please Choose**

If any of the above requirements have been recorded as "Not Met", please record the clause number and reason why it was not met and the remedy or mitigation for this. If all Minimum Requirements have been met, please specify "n/a".

n/a

Part 7 of the Agreement: General Requirements

Clause	Q1	Q2	Q3	Q4
33: The Sponsor will be required to maintain all necessary insurances needed for the ongoing operation of the School in accordance with this Agreement and any applicable laws. This shall include, at a minimum, holding the types of insurance at the levels specified in Schedule 9.	**Met**	**Met**	**Please Choose**	**Please Choose**
34.4(a): The Sponsor must not sub-contract any obligations under this Agreement without the written consent of the Minister. IF written consent is provided by the Minister, the Sponsor will remain fully responsible for the performance of all obligations under the Agreement (and responsible and liable for any non-performance) and will be responsible for all acts, defaults, and neglects of any sub-contractor.	**Met**	**Met**	**Please Choose**	**Please Choose**
34.5(a): The Sponsor may not assign or transfer any of its rights of obligations under this Agreement without the written consent of the Minister.	**Met**	**Met**	**Please Choose**	**Please Choose**

If any of the above requirements have been recorded as "Not Met", please record the clause number and reason why it was not met and the remedy or mitigation for this. If all General Requirements have been met, please specify "n/a".

n/a

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Partnership Schools | Kura Hourua - Student Achievement Reporting Template 2018:
Te Kāpehu Whetū (Teina)

Subject	Class Level	Target % at or above	Baseline result						Quarter 2 result						Quarter 2 year-end projection						Year end/Quarter 4 result					
			Date of baseline test:																							
			Well Below	Below	At	Above	Total (#)	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)
Reading	After 40 weeks	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 3	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 4	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 6	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 7	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Writing	After 40 weeks	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 3	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 4	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 6	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 7	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Mathematics	After 40 weeks	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 3	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 4	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 6	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 7	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	TBC					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%

Results by Ethnicity

Subject	Ethnicity	Target % at or above	Baseline result						Quarter 2 result						Quarter 2 year-end projection						Year end/Quarter 4 result					
			Well Below	Below	At	Above	Total (#)	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)
Reading	Māori						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Pasifika						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Writing	Māori						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Pasifika						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Mathematics	Māori						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Pasifika						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%

Results by Gender

Subject	Ethnicity	Target % at or above	Baseline result						Quarter 2 result						Quarter 2 year-end projection						Year end/Quarter 4 result					
			Well Below	Below	At	Above	Total (#)	Total at/ above(%)	Well Below	Below	At	Above	Total	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)	Well Below	Below	At	Above	Total	Total at/ above (%)
Reading	Female						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Male						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Writing	Female						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Male						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Mathematics	Female						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Male						0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%

PLEASE NOTE

Information on privacy requirements for schools with regard to the disclosure of personal information is provided in the "Instructions" tab. Please review this information before you complete this section of the template.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Partnership Schools | Kura Hourua - Student Achievement Reporting Template 2018:
Te Kāpehu Whetū (Teina)

PLEASE NOTE

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Subject	Class Level	Target % at or above	Baseline result						Quarter 2 result						Quarter 2 year-end projection						Quarter 3 result						Quarter 3 year-end projection						Year end/Quarter 4 result					
			Date of baseline test:				12/03/2018																															
			Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total (#)	Total at Manawa Toa or Manawa Ora (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total (#)	Total at Manawa Toa or Manawa Ora (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total (#)	Total at Manawa Toa or Manawa Ora (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total (#)	Total at Manawa Toa or Manawa Ora (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total (#)	Total at Manawa Toa or Manawa Ora (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total (#)	Total at Manawa Toa or Manawa Ora (%)
Pānui	After 40 weeks	85%	2	17	1	0	20	5.0%	0	16	5	0	21	23.8%	0	5	16	0	21	76.2%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	85%	2	8	2	14	26	61.5%	0	11	4	11	26	57.7%	0	6	20	0	26	76.9%					0	0.0%					0	0.0%					0	0.0%
	Year 3	85%	1	2	9	6	18	83.3%	1	0	16	1	18	94.4%	1	0	17	0	18	94.4%					0	0.0%					0	0.0%					0	0.0%
	Year 4	85%	4	6	4	5	19	47.4%	4	8	7	1	20	40.0%	1	5	14	0	20	70.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	85%	3	1	2	4	10	60.0%	0	4	4	3	11	63.6%	0	3	8	0	11	72.7%					0	0.0%					0	0.0%					0	0.0%
	Year 6	85%	1	0	5	5	11	90.9%	0	6	5	0	11	45.5%	0	2	9	0	11	81.8%					0	0.0%					0	0.0%					0	0.0%
	Year 7	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 9	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		13	34	23	34	104	54.8%	5	45	41	16	107	53.3%	2	21	84	0	107	78.5%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Tuhituhi	After 40 weeks	85%	1	18	1	0	20	5.0%	0	1	20	0	21	95.2%	0	1	20	0	21	95.2%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	85%	7	9	5	5	26	38.5%	1	11	14	0	26	53.8%	1	6	19	0	26	73.1%					0	0.0%					0	0.0%					0	0.0%
	Year 3	85%	4	9	2	3	18	27.8%	2	4	12	0	18	66.7%	1	5	12	0	18	66.7%					0	0.0%					0	0.0%					0	0.0%
	Year 4	85%	4	10	1	4	19	26.3%	7	9	4	0	20	20.0%	5	10	5	0	20	25.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	85%	1	4	3	2	10	50.0%	3	1	7	0	11	63.6%	2	2	7	0	11	63.6%					0	0.0%					0	0.0%					0	0.0%
	Year 6	85%	0	5	6	0	11	54.5%	0	6	5	0	11	45.5%	0	5	6	0	11	54.5%					0	0.0%					0	0.0%					0	0.0%
	Year 7	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 9	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		17	55	18	14	104	30.8%	13	32	62	0	107	57.9%	9	29	69	0	107	64.5%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Kōrero	After 40 weeks	85%	0	1	19	0	20	95.0%	0	0	20	1	21	100.0%	0	0	20	1	21	100.0%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	85%	8	8	7	3	26	38.5%	1	9	12	4	26	61.5%	0	4	22	0	26	84.6%					0	0.0%					0	0.0%					0	0.0%
	Year 3	85%	4	8	5	1	18	33.3%	1	7	10	0	18	55.6%	1	1	16	0	18	88.9%					0	0.0%					0	0.0%					0	0.0%
	Year 4	85%	1	13	5	0	19	26.3%	2	13	0	5	20	25.0%	0	4	16	0	20	80.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	85%	3	5	2	0	10	20.0%	1	3	7	0	11	63.6%	1	3	7	0	11	63.6%					0	0.0%					0	0.0%					0	0.0%
	Year 6	85%	0	6	5	0	11	45.5%	0	6	5	0	11	45.5%	0	3	8	0	11	72.7%					0	0.0%					0	0.0%					0	0.0%
	Year 7	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 9	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		16	41	43	4	104	45.2%	5	38	54	10	107	59.8%	2	15	89	1	107	84.1%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Te Tau me te Taurangi	After 40 weeks	85%	0	0	12	8	20	100.0%	0	1	20	0	21	95.2%	0	1	20	0	21	95.2%					0	0.0%					0	0.0%					0	0.0%
	After 80 weeks	85%	0	8	15	3	26	69.2%	2	1	21	2	26	88.5%	0	3	23	0	26	88.5%					0	0.0%					0	0.0%					0	0.0%
	Year 3	85%	0	2	10	6	18	88.9%	0	6	10	2	18	66.7%	1	5	12	0	18	66.7%					0	0.0%					0	0.0%					0	0.0%
	Year 4	85%	0	12	3	4	19	36.8%	2	13	5	0	20	25.0%	2	10	8	0	20	40.0%					0	0.0%					0	0.0%					0	0.0%
	Year 5	85%	3	2	4	1	10	50.0%	0	8	3	0	11	27.3%	0	6	5	0	11	45.5%					0	0.0%					0	0.0%					0	0.0%
	Year 6	85%	1	5	5	0	11	45.5%	1	5	5	0	11	45.5%	1	5	5	0	11	45.5%					0	0.0%					0	0.0%					0	0.0%
	Year 7	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 8	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Year 9	n/a					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		4	29	49	22	104	68.3%	5	34	64	4	107	63.6%	4	30	73	0	107	68.2%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%

Results by Ethnicity

Subject	Ethnicity	Target % at or above	Baseline result						Quarter 2 result						Quarter 2 year-end projection						Quarter 3 result						Quarter 3 year-end projection						Year end/Quarter 4 result					
			Manawa Toa	Manawa Ora	Manawa Āki	Manawa Taki	Total (#)	Total at/ above (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total	Total at/ above (%)	Manawa Āki	Manawa Ora	Manawa Toa	Manawa Toa	Total	Total at/ above (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total	Total at/ above (%)	Manawa Āki	Manawa Ora	Manawa Toa	Manawa Toa	Total	Total at/ above (%)	Manawa Āki	Manawa Ora	Manawa Toa	Manawa Toa	Total	Total at/ above (%)
Pānui	Māori		13	34	23	34	104	54.8%	5	45	41	16	107	53.3%	2	21	84	0	107	78.5%					0	0.0%					0	0.0%					0	0.0%
	Pasifika		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		13	34	23	34	104	54.8%	5	45	41	16	107	46.7%	2	21	84	0	107	78.5%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Tuhituhi	Māori		17	55	18	14	104	30.8%	13	32	62	0	107	42.1%	9	29	69	0	107	64.5%					0	0.0%					0	0.0%					0	0.0%
	Pasifika		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		17	29	18	14	78	41.0%	13	32	62	0	107	42.1%	9	29	69	0	107	64.5%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Kōrero	Māori		16	41	43	4	104	45.2%	5	38	42	22	107	40.2%	2	15	89	1	107	84.1%					0	0.0%					0	0.0%					0	0.0%
	Pasifika		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		16	41	43	4	104	45.2%	5	38	49	15	107	40.2%	2	15	89	1	107	84.1%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Te Tau me te Taurangi	Māori		4	29	49	22	104	68.3%	5	34	64	4	107	36.4%	4	30	73	0	107	68.2%					0	0.0%					0	0.0%					0	0.0%
	Pasifika		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Other ethnicities		0	0	0	0	0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%					0	0.0%
	Total		4	29	49	22	104	68.3%	5	34	64	4	107	36.4%	4	30	73	0	107	68.2%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%

Results by Gender

Subject	Ethnicity	Target % at or above	Baseline result						Quarter 2 result						Quarter 2 year-end projection						Quarter 3 result						Quarter 3 year-end projection						Year end/Quarter 4 result					
			Manawa Toa	Manawa Ora	Manawa Āki	Manawa Taki	Total (#)	Total at/ above(%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total	Total at/ above (%)	Manawa Āki	Manawa Ora	Manawa Toa	Manawa Toa	Total	Total at/ above (%)	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Total	Total at/ above (%)	Manawa Āki	Manawa Ora	Manawa Toa	Manawa Toa	Total	Total at/ above (%)	Manawa Āki	Manawa Ora	Manawa Toa	Manawa Toa	Total	Total at/ above (%)
Pānui	Female		5	20	15	21	61	59.0%	3	21	28	10	62	61.3%	0	9	53	0	62	85.5%					0	0.0%					0	0.0%					0	0.0%
	Male		8	14	10	11	43	48.8%	2	24	14	5	45	42.2%	2	12	31	0	45	68.9%					0	0.0%					0	0.0%					0	0.0%
	Total		13	34	25	32	104	54.8%	5	45	42	15	107	53.3%	2	21	84	0	107	78.5%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Tuhituhi	Female		10	33	10	8	61	29.5%	4	17	41	0	62	66.1%	3	15	44	0	62	71.0%					0	0.0%					0	0.0%					0	0.0%
	Male		7	22	11	3	43	32.6%	8	16	21	0	45	46.7%	6	14	25	0	45	55.6%					0	0.0%					0	0.0%					0	0.0%
	Total		17	55	21	11	104	30.8%	12	33	62	0	107	57.9%	9	29	69	0	107	64.5%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Kōrero	Female		11	23	22	5	61	44.3%	2	19	34	7	62	66.1%	0	8	53	1	62	87.1%					0	0.0%					0	0.0%					0	0.0%
	Male		7	17	19	0	43	44.2%	3	19	21	2	45	51.1%	2	7	36	0	45	80.0%					0	0.0%					0	0.0%					0	0.0%
	Total		18	40	41	5	104	44.2%	5	38	55	9	107	59.8%	2	15	89	1	107	84.1%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%
Te Tau me te Taurangi	Female		1	17	28	15	61	70.5%	2	18	36	6	62	67.7%	2	14	46	0	62	74.2%					0	0.0%					0	0.0%					0	0.0%
	Male		4	14	18	7	43	58.1%	2	18	24	1	45	55.6%	2	16	27	0	45	60.0%					0	0.0%					0	0.0%					0	0.0%
	Total		5	31	46	22	104	65.4%	4	36	60	7	107	62.6%	4	30	73	0	107	68.2%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%	0	0	0	0	0	0.0%

Te Kāpehu Whetū (Teina): Student Achievement Commentary

Q2, 2018

Term 2 we introduced new assessment tools such as e-asTTle to our students who were either reading and writing above their year levels and our year 5/6. This saw a big drop in our literacy data for reading and writing due to a variety of reasons, such as time limits, new testing method etc.

Term 2 data for Korero was our most exciting achievement. After some pld and moderation around aromatawai reo a waha we discovered that we had been too tough on our akonga. Pouako have now been through the training and are able to implement the assessment fairly.

We have implemented whakapiki groups to work intensely with akonga who are at risk. We also have Ngati Wai come in every Wednesday to work with specific groups to focus on lifting achievement.