



# TE KĀPEHU WHETŪ

## *Navigating Māori Futures*

### Te Kura Hourua O Whangarei Terenga Paraoa

### Annual Performance Summary 2015

2015 was another successful year from our perspective. We easily increased our roll from 50 to 72, graduated 5 year 13 students, all with University Entrance, and were involved at a local, national and international level in a number of areas. We also continued to grow our teaching capabilities, to ensure we offer a full programme of study in all core academic areas. Our offering under the three pou, Kia Māori, Kia Mātau, Kia Tū Rangatira Ai, is increasingly consolidating and aligning. In summary:

#### KIA MĀORI

- The highlight of the year was placing 4<sup>th</sup> out of 13 schools in the Tai Tokerau Regional Secondary Schools Kapahaka competition, held at Te Kura Kaupapa Maori O Aniwhaniwa in Awanui. For a school hardly 2 years old, this was a momentous achievement. The hard work, self-belief and commitment ensured success. The kura won't go to Nationals, but their performance ensures that Te Kāpehu Whetū is recognised as a kapahaka roopu worthy of watching.
- Te Kāpehu Whetu were again on the regional stage at Nga Manu Korero speech competition, where we were only two schools to have kaikorero representing in each wahanga. Our ākonga did us proud with an innovative style of delivery has become synonymous with the kura.
- Our foremost accomplishment in Kia Māori is seeing the growth and confidence of our ākonga, as Māori, many who came from mainstream schools with little or no Maori culture or mātauranga being taught.

#### KIA MĀTAU

- Again an outstanding year in Kia Mātau. All NCEA academic achievement results were in the 85% to 100%.
- We grew our teaching staff to ensure that all the core academic areas were covered.
- A strong sense of goal setting, established through the use of Personal Learning Plans, enabled ākonga to stay on task and stay the distance.
- The normalising of achievement and high expectation, provides the necessary culture for academic success.

#### KIA TŪ RANGATIRA AI

- The Leadership Academy continues to grow from strength to strength with our numbers increasing to 30 after 16 new cadets were badged in at the end of 2015 as part of the Whakahoro (Sol) Te Whata Intake.
- Our young entrepreneur's hub, "Rangatahi Inc" was launched in front of a grand crowd at Toll Stadium with a mix of young and old entrepreneurs, celebrities and politicians, with a great night had by all.
- We had a range of representative sport teams and individuals stepping out under our banner and doing extremely well on a regional and national stage.
- Our in-house band 'Moccachino' won the regional 2015 Smokefree Rockquest and
- 22 of our senior students travelled to Chicago and New York on a school exchange with Chicago's Oak Park River Forest (OPRF) School and Ross Academy in the Hamptons. Both schools are planning to visit us either in 2016 or 2017.

## Student Achievement

Measure	Details	2015 Actual
<b>NCEA Level 1</b>	National Average	85.6%
	National Maori Average	76%
	<b>Partnership Contract Standard</b>	<b>82%</b>
	<b>Te Kāpehu Whetū</b>	<b>84.2%</b>
<b>NCEA Level 2</b>	National Average	88.5%
	National Maori Average	82.9%
	<b>Partnership Contract Standard</b>	<b>70%</b>
	<b>Te Kāpehu Whetū</b>	<b>100%</b>
<b>NCEA Level 3</b>	National Average	82.8%
	National Maori Average	74.7%
	<b>Te Kāpehu Whetū</b>	<b>100%</b>
<b>University Entrance</b>	National Average	63.3%
	National Maori Average	43.7%
	<b>Te Kāpehu Whetū</b>	<b>100%</b>
<b>Commentary:</b> <i>Our Kura exceeded all expectations.</i>		

## Student Engagement

Measure	2015 Performance Standard	2015 Actual
Unjustified Absences	0.028 multiplied by the number of students multiplied by the number of days the school is open	0
<p><b>Commentary:</b>  <i>Every student absence is followed up until we have an absolute answer from whanau.</i></p>		
Stand Downs	2.1 days per year per 100 students	0
<i>None</i>		
Suspensions	0.42 days per year per 100 students	0
<i>None</i>		
Exclusions	0.15 days per year per 100 students	0
<i>None</i>		
Expulsions	0	0
<i>None</i>		
School Culture	Collect baseline data	Wellbeing@school annual survey complete

## Financial Performance

Measure	2015 Performance Standard [Schedule 6 Section 2.3]	2015 Actual
Operating Surplus	2%-5%	<b>10.80%</b>
Working capital ratio	2:1	<b>2.87.1</b>
Debt/equity ratio	0:5:1	<b>8.87.1</b>
Operating cash	Positive cash flow forecast = actual	<b>\$247,347</b>
Enrolment variance	70	<b>72</b>
<b>Enrolment of priority learner groups</b> <b>Metric: Number of students who are Maori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.</b>	75%	<b>100%</b>

### **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.

## Targeting Priority Learners

Measure	Performance Standard	2015 Actual
<p style="text-align: center;"><b>Enrolment of priority learner groups</b></p> <p><b>Metric: Number of students who are Maori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.</b></p>	75%	<b>100%</b>
<b>Total school roll (GMR)</b>	70	<b>72</b>
<b>% of student roll that identifies with <u>at least one</u> of the priority learner groups</b>	75%	<b>100%</b>
<b>% of student roll that <u>does not</u> identify with at least one of the priority learner groups</b>	25%	<b>0%</b>
<p><b>Commentary:</b></p> <p><i>All students enrolled at Te Kāpehu Whetū in 2015 were priority learners.</i></p>		

**Geographical locations where student population has been drawn from:**

**Response:**

Whangarei City	84%
Whangarei District	4%
Far North District	12%