



TE KĀPEHU WHETŪ

Navigating Māori Futures

Te Kāpehu Whetū - Teina

Annual Performance Summary 2015

A year after opening a fully-fledged secondary school, we thought. Let's do that again! So, February 2015 we opened our primary kura, Te Kāpehu Whetū (teina). We opened in two prefabs generously given to us by St Francis Xavier Primary school, while we built our kura teina next door. We started with a roll of 40 and ended with 65. During the year we decided to go from bilingual to full immersion and so our entry level kura "Paenuku" was born. In summary:

KIA MĀORI

- The highlight of the year was deciding to go full immersion or Rumaki Reo. This clearly set the direction and fully commits us to being a Kura Māori.
- From day one Paenuku hasn't shied away from being 'present'. They travelled to Opononi with the senior kura 'Paerangi' to conduct the haka tautoko for them at the Tai Tokerau festival.
- For this year alone, only the senior class of Year 6 maintained a bilingual class. All others transitioned to Rumaki Reo.

KIA MĀTAU

- Originally contracted against national standards, once we moved to Rumaki Reo we also moved to Nga Whanaketanga as well.
- Changing to Nga Whanaketanga also presented its own challenges as we grappled with fitting a Māori assessment framework into a very different national standards framework.
- Consequently, we ended up with Rumaki Reo ākonga being tested in Nga Whanaketanga but judged against national standards.

KIA TŪ RANGATIRA AI

- The Leadership Academy visited Paenuku on a weekly basis to build basic knowledge of the 28 (Māori) Battalion and the Leadership Academy, particularly the drills, language, and platoon structures used at Paerangi.
- Our Pouako from Kia Maori also attended Paenuku, to build a base of waiata, haka, himene and karakia common to the whole kura.
- The Year 12 and Year 13 PE units visited Paenuku on a weekly basis as part of their NCEA leadership and programme work and to ensure a variety of sports were being introduced and played by ākonga at Paenuku.
- Ākonga regularly visited and attended different events around the city and districts representing Te Kāpehu Whetu and where possible, performed kapahaka.
- Ākonga from Paenuku joined ākonga from Paerangi and the Leadership Academy at the Field of Remembrance and ANZAC day, again to instil a sense of history and connection.

Student Achievement

| % At or Above | 2015 Results | | |
|------------------------------|--------------|---------|-------|
| | Reading | Writing | Maths |
| <i>All students</i> | 35.2% | 42.6% | 35.2% |
| <i>Māori</i> | 35.2% | 42.6% | 35.2% |
| <i>Pasifika</i> | | | |
| <i>All other ethnicities</i> | | | |
| <i>Male</i> | 31.0% | 33.3% | 28.6% |
| <i>Female</i> | 40.0% | 35.0% | 42.3% |
| | | | |
| <i>After 40 Weeks</i> | 17.6% | 52.9% | 47.1% |
| <i>After 80 Weeks</i> | 18.2% | 36.4% | 40.0% |
| <i>End of Year 3</i> | 20.0% | 20.0% | 20.0% |
| <i>End of Year 4</i> | 60.0% | 10.0% | 12.5% |
| <i>End of Year 5</i> | 77.8% | 55.6% | 11.1% |
| <i>End of Year 6</i> | 50.0% | 75.0% | 50.0% |

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>Commentary: <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 | 1 |
| <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% | 12.10% |
| Working capital ratio | 2:1 | 2.70.1 |
| Debt/equity ratio | 0:5:1 | 0.49.1 |
| Operating cash | Positive cash flow forecast = actual | \$77,577 |
| Enrolment variance | 65 | 67 |
| Enrolment of priority learner groups Metric: Number of students who are Maori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds. | 75% | 100% |

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;">Enrolment of priority learner groups</p> <p>Metric: Number of students who are Maori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.</p> | 75% | 100% |
| Total school roll (GMR) | 65 | 67 |
| % of student roll that identifies with <u>at least one</u> of the priority learner groups | 75% | 100% |
| % of student roll that <u>does not</u> identify with at least one of the priority learner groups | 25% | 0% |
| <p>Commentary:</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 | 91% |
| Whangarei District | 9% |