



THE RISE UP ACADEMY
PARTNERSHIP SCHOOLS KURA | HOURUA
QUARTERLY REPORT – FIRST QUARTER

For the period 1 January – 31 March 2014

1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

1.1 Basic Information	
Name of School	The Rise UP Academy
Year School Opened	2014
Year Levels	1-6
March Enrolment Count	43
School Address(es)	22 Rosella Road, Mangere East, Auckland 2024
Region	South Auckland
Website Address	www.riseuptrust.org.nz
Name of Key Contact	Sita Selupe
Key Contact email address	[REDACTED]
Key Contact phone number	[REDACTED] s 9(2)(a) OIA
Name of School Leader/person responsible for teaching and learning	Bernice Mata'utia
School Leader/Principal email address	[REDACTED] s 9(2)(a) OIA
School Leader/Principal phone number	[REDACTED] s 9(2)(a) OIA

1.2 Organisational Structure of the School

Describe any changes to the organisational structure made during the last quarter and/or anticipated changes. Please provide a copy of your organisational chart labeled as Appendix 1. If the organisational chart has changed since the last report, please provide an updated copy.

Appendix 1- see attached Rise UP organisation chart.

2. OPENING STATEMENT AND SUMMARY FOR THE MINISTER

You may wish to preface the Quarterly Report with a summary of the past three (3) months.

Statement and Summary for the Minister

You may like to consider the following items:

- *The opening of the school.*
- *Achievements of the school to date.*
- *Focus going into the next quarter.*
- *Community and whānau support, involvement and engagement.*
- *Significant changes over the last three months.*

The opening of The Rise UP Academy (Te RUA) has been an exciting and challenging journey over the last three months to establish a learning community where students and their whanau feel safe and are thriving in their learning so soon.

We have had many successes to celebrate in such a short time of operating our school. Our objective to see Fully engaged whanau meant that our focus and time spent engaging our community stakeholders has proven to be time well spent. As we navigate pathways for future schools we cannot emphasise enough the return on investment for students learning as our community networks begin to collaborate effectively.

As a result of effective community engagement The Rise UP Trust has seen unprecedented levels of whanau engagement in their children's learning. To achieve 100% parent attendance at our first 3-way conference is a milestone which we believe demonstrates that these South Auckland parents are ready raise the bar for their children's learning journeys.

The Rise UP Academy staff have worked diligently to develop the school Curriculum plan for 2014 with feedback gained from the 2013 community fono. Embracing a new vision- Sharp Minds, Strong Bodies and Good hearts with new policies has tested our organisations capacity to Lead Change effectively. Once again we can celebrate the progress achieved under the time constraints. The learnings gained and relationships formed amongst staff and the wider community add to the social capital Rise UP have in our community. Time has not been on our side and staff pastoral care will be a focus for the remainder of 2014.

Our objective to develop Excellent teachers has begun with an All Black No.8 model of coaching and mentoring between whanau educators and classroom teachers. It is a symbiotic relationship that nourishes reflective practise, quality learning programmes and high expectations.

Our objective to provide an Effective governance model has meant we have had to work quickly to develop a new Performance story framework (Evaluation plan). Te RUA board of trustees have a revised Strategic plan for 2014-2018 and have set an annual plan with milestones to ensure our inaugural year of The Rise UP Academy builds a strong foundation for extraordinary learning outcomes for Pasifika Maori learners in South Auckland. The focus for the next quarter will be on financial sustainability and planning for a steady roll increase including recapitation of our year 7 students for 2015 and Property plans.

3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Refer to *section 16: Minimum Requirements* of the Agreement.

- 3.1** Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students? *If yes, please provide details of the incident(s). Insert more rows as necessary. Delete the table if not required. You can also attach your school's incident register, clearly labelled as an Appendix and referenced in the box below. If no, please delete the table and write nil.*

No serious incidents occurred in relation to The Rise UP Academy that compromised health and safety.

- 3.2** Has any serious criminal activity been discovered to have taken place on the Premises? *If yes, please provide details of the criminal activity as per the table below. Insert more rows as necessary. Delete the table if not required. If no, please delete the table and write nil.*

Nil

- 3.3** Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice? *If yes, please delete the table and state this. If no, please provide details as per the table below. Insert more rows as necessary. Delete the table if not required.*

The Rise UP Academy have operated our school in accordance with the requirements set out in the Gazette Notice dated 2013.

- 3.4** Please confirm that the school has not exceeded the Maximum Roll. If yes, please provide details of this. If no, please confirm this in writing.

No, The Rise UP Academy has not exceeded the maximum roll.

- 3.5** Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement? See Appendix 1: Enrolment of students at School and in Courses. If yes, please confirm this in writing. If no, please provide details.

Yes, The Rise UP Academy have accepted students in accordance with the agreement.

- 3.6** Please confirm that the school hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement? If yes, please provide details in the attached table. Delete the table if not required. If no, please confirm this in writing.

The school hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement.

- 3.7** If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the Education Act 1989. If you have not had to stand down or suspend any students during this period, please state 'not applicable'. If yes, please confirm that the stand down/suspension periods have not exceeded the maximum period. If the maximum periods have been exceeded, please provide details.

Not applicable.

- 3.8** Please confirm that that you as Sponsor, have complied with the requirements in relation to standing down, suspending, excluding or expelling any student. See Appendix 2: Requirements in relation to standing down, suspending, excluding or expelling. If you are compliant, please state this in writing. If you are non compliant, please provide details of any areas of non compliance, without mentioning specific names or information that may be deemed confidential.

Not applicable.

- 3.9** Please confirm that any transport required is provided as described in Schedule 3 of the Agreement. If transport is not required to be provided, please state not applicable.

Not applicable.

3.10 Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?

Yes, The Rise UP Academy have appointed a Lead Teacher as being responsible for Teaching and Learning at all times.

3.11 Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?

Yes, The Rise UP Academy confirm the percentage of teaching positions filled by registered teachers and holders of LAT's has not fallen below the minimum set out in the agreement.

3.12 Please confirm that, as Sponsor, 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 has not fallen below the minimum percentage set out in clause 3 Schedule 4?

Yes, The Rise UP Academy confirm 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 has not fallen below the minimum percentage set out in clause 3 Schedule 4.

- 3.13** Please confirm that you, as Sponsor have 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 your Agreement? See *Appendix 3: Police Vetting* for further information.

The Rise UP Academy have 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 the Agreement.

- 3.14** Please confirm that you, as Sponsor have reported to the Minister in accordance with clause 18.2 of your Agreement? See *Appendix 4: Reporting to the Minister* for further information.

The Rise UP Academy have reported to the Minister in accordance with clause 18.2 of our agreement.

- 3.15** Please confirm that you, as Sponsor have reported to the Ministry in accordance with clause 18.3 of your Agreement? See *Appendix 5: Reporting to Ministry* for further information.

The Rise UP Academy have reported to the Ministry in accordance with 18.3 of our agreement.

- 3.16** Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement? See Appendix 6: Reporting to Parents for further information. [Note, as this is your first Quarterly Report, you may not have reported to parents, families and whānau yet. If this is the case, please indicate this including the proposed date(s) for reporting to parents].

The Rise UP Academy has reported to parents during the first quarter in line with the expectations made to them during enrolment.

- 3.17** Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of this Agreement? See Appendix 8: Audited Accounts for further information. [Note as 2014 is the first year of operation of your School, this will not apply until 2015]. Please state not applicable.

Not Applicable.

- 3.18** Please confirm that you, as Sponsor have provided all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2? See Appendix 4: Reporting to the Minister for further information.

Yes The Rise UP Academy confirm that we have provided all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.

4. PERFORMANCE MANAGEMENT SYSTEM

4.1. Objectives

Schedule 6, section 1 outlines the objectives for the School. Please comment on the progress you have made this quarter towards achieving the stated objective, the measurements used to determine the progress and the focus, if any, for the next quarter. Insert more rows as necessary in each table.

4.1.1 Effective Governance

Progress Made	Measurement	Next Quarter Focus
<i>Strategic plan complete</i>	-Quarterly Milestone reports. -Whanau fono to feed forward into Strategic direction and Curriculum development.	2015 roll growth
<i>Self Review plan complete</i>	-Performance Story-Evaluation framework	Implementation of framework milestones
<i>Accounting system upgrade</i>	-Monthly Finance Board reports	Audited accounts for year end 31 Dec 2013
<i>Community Engagement</i>	-Set up and Opening Ceremony of The Rise UP Academy. -Media engagement.	Review Community engagement plan.
<i>Property upgrade</i>	-Safe learning environment for students and staff.	Development of Property and Maintenance plans

4.1.2 Excellent Teachers

Progress Made	Measurement	Next Quarter Focus
<i>Performance appraisals</i>	-Professional Development plan -Quarterly performance appraisal complete. Verification feedback provided.	Developing personnel quality management systems.
<i>Curriculum plan developed</i>	-2014 Inquiry topics align with Community projects.	Developing Stakeholder Management map for learning support. Refining job descriptions for Curriculum leaders
<i>Student Management system implemented-ETAP</i>	-Student baseline data collated	Customised report templates
<i>No. 8 Pastoral Care/Supervision of Teachers</i>	-Teachers have embraced the Rise UP inquiry model and feel well supported.	Formal observations
<i>Term 1 Evaluation</i>	-Policies are adhered to and procedures are further refined.	Teachers/Staff A-Z manual updates.
<i>Student achievement</i>	Ongoing Assessment Data	Action Plans for accelerated student progress
<i>Performance Appraisal</i>	Key Performance Indicators	Recommendations of personal and school wide goals
<i>Inquiry Learning 'SHARP' Model</i>	Inquiry Rubrics	To review Inquiry Rubrics

4.1.3 Fully engaged Whanau

Progress Made	Measurement	Next Quarter Focus
<i>3-Way conferences held to report/share individual student achievement with parents.</i>	100% attendance	Coffee and Dessert night whanau fono. Sharing the aggregated data.
<i>Hearts & Minds parents 6 week programme for new whanau</i>	95% attendance of available parents.	New parents will have PATH planning session.
<i>Facilitated PATH whanau plans with existing Rise UP Whanau.(pre 2014)</i>	100% attendance	Existing parents will work towards achieving whanau goals set for 2014.

4.1.4 Successful Rise UP Students

Progress Made	Measurement	Next Quarter Focus
<i>Student achievement data collected</i>	Assessed baseline student achievement data against National Standards in March.	Action plans for accelerating student progress.
	Reports to parents and student portfolios developed.	Develop schedule of reporting for Years 1-3
<i>Students have settled into The Rise UP Academy.</i>	Parent feedback formal and informal.	Developing Student voice component.
<i>After school programme now established to provide quality extra-curricular learning experiences.</i>	Students developing greater confidence both inside and outside of the classroom.	Developing QMS for afterschool programme.

4.2 Student Achievement

NOTE: This information is gathered annually at the end of each year and you are not required to report on this data quarterly.

But you may wish to provide some general comments on how students are progressing at your school. Any commentary should be written in general terms, without mentioning specific names or information that may be deemed confidential.

The Sponsor will be periodically assessed against the following Performance Standards in relation to student achievement:

Measure	Metric	Performance Standard	Measurement Frequency
Students achieving National Standards or NCEA	National Standards reporting or NZQA reporting	See Annex A of this Schedule for separate Performance Standards for each Class Level (and where appropriate, course)	Annually at the end of each year
Improvement in Students achieving National Standards or NCEA	National Standards reporting (Class Levels 1 to 6) Results from tools to be determined (Class Levels 9 10) NCEA data	See Annex B of this Schedule for separate Performance Standards for each Class Level (and where appropriate course)	To be determined once baseline data has been collected

4.2.1 [OPTIONAL] Provide a general commentary on how students are progressing at your school. Note, the commentary should be written in general terms, without mentioning specific names or information that may be deemed confidential.

The teachers and students at The Rise UP Academy have settled in well this term and have steadily developed daily class routines, classroom programmes and school wide expectations. All teachers have implemented programmes that are effective and promote student engagement which includes the Inquiry Learning model 'SHARP' providing opportunities for students to think critically and problem solve using real life scenarios.

Health and safety awareness is promoted throughout the school and students were able to practice and demonstrate the appropriate emergency procedures during our first Fire Drill Evacuation held on Monday 14th April. The School Behaviour Management Plan has also provided our staff with steps and consequences to support students with high behavioural needs that impact their own learning and that of their peers.

Student's assessment data has been entered using the Student Management System, ETAP. The Lead Teacher has been able to collate, analyse and share student achievement data collectively during staff professional development and to the BOT. Teachers have reported to Parents through 3-Way Conference Meetings and Beginning of the Year

Reports student's learning using the National Standard expectations to be achieved according to the end of the year in December. In future we will report information for Years 1 – 3 according to their anniversary e.g. Year 1 (after 40 weeks) Year 2 (after 80 weeks) and Year 3 (after 120 weeks).

The teachers have support to ensure they reflect on effective teacher practice, planning and high level of student engagement to ensure success for all Maori and Pasifika students. The Lead Teacher will continue to be released two days a week to manage and support teachers and students through professional development, observations and ongoing formal and informal feedback to both the BOT and all staff.

Recommendations for Term 2

- Ongoing entry of assessment data
- Reporting to Staff, Parents and BOT
- Action Plans for both literacy and numeracy for accelerated student progress
- Effective planning and professional development in Inquiry Learning
- Performance Appraisals

4.3 Student Engagement

The Sponsor will be periodically assessed against the following Performance Standards in relation to student engagement:

Measure	Metric	Performance Standard	Measurement Frequency
Unjustified absences	Measured through attendance data provided to the Ministry	0.01	Quarterly
Stand downs	Measured through information provided to the Ministry	0	As they occur
Suspensions	Measured through information provided to the Ministry	0	As they occur
Exclusions	Measured through information provided to the Ministry	0	As they occur
Expulsions	Measured through information provided to the Ministry	0	As they occur
School culture	wellbeing@school annual student survey		Annually

4.3.1 Please provide comment on any unjustified absences recorded during this period and what mitigations are in place, if any, to reduce these.

Teachers and admin staff are working together to ensure communications with whanau regarding absences are forwarded in a timely manner.

We had a whanau circumstance which has being addressed, this involved a number of factors including transport.

We are confident we can reduce the number of unjustified absences going forward.

4.3.2 Please provide comment on any stand downs during this period and confirm that the process followed was in line with the Education Act.

Zero stand downs

4.3.3 Please provide comment on any suspension(s) recorded during this period and confirm that the process followed was in line with the Education Act.

Zero suspensions

- 4.3.4** Please provide comment on any exclusions that took place in this period and confirm that the process followed was in line with the Education Act. *NB: only students under the age of 16 can be excluded.*

Zero exclusions.

- 4.3.5** Please provide comment on any expulsions that took place in this period and confirm that the process followed was in line with the Education Act. *NB: only students over the age of 16 can be expelled.*

Zero expulsions.

4.4 Financial performance

The Sponsor will be periodically assessed against the following Performance Standards in relation to financial performance:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Operating surplus	Measured through information provided to the Ministry	2%-5%	2%-5%	2%-5%	2%-5%	Quarterly
Working capital ratio	Measured through information provided to the Ministry	2:1	2:1	2:1	2:1	Quarterly
Debt/equity ratio	Measured through information provided to the Ministry	0.5:1	0.5:1	0.5:1	0.5:1	Quarterly
Operating cash	Measured through information provided to the Ministry	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Quarterly
Enrolment variance	Measured through information provided to the Ministry	50	50	100	100	Quarterly

NB: Please enter your enrolment variance figures from your Agreement.

4.4.1 Please complete all parts of the attached financial spreadsheet and answer all questions. Please use the space below if you wish to clarify or provide commentary on particular financial aspects.

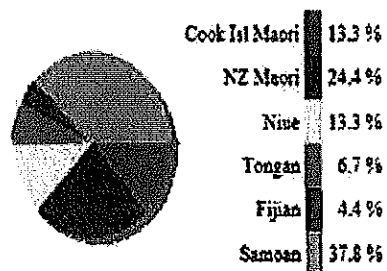
4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against the following Performance Standards in relation to targeting priority learners:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Enrolment of priority groups	Number of Students who are Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds	75%	75%	75%	To determine at a later date	Quarterly

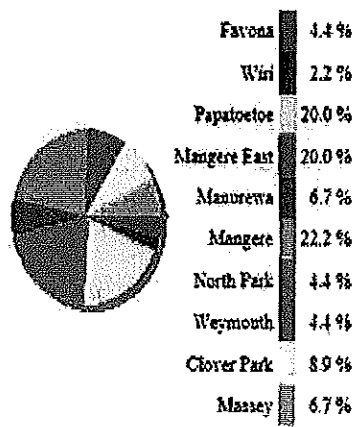
4.5.1 Please provide details on the percentage of priority learners enrolled at your school including figures for each priority learner group.

100% of The Rise UP Academy students come from the identified Priority Learner groups. Special Education Needs (1 child arrived after the 31st March, with cognitive, hearing and sight special education needs).



4.5.2 Please provide details regarding the geographical locations where you are drawing your students from.

4.5.2



5. CELEBRATING YOUR SUCCESS

5.1 Property

5.1.1 Please provide information on your School property development (e.g. site development changes to lease arrangements and/or any other issues you wish to raise)

The Rise UP Academy have a 3 year lease at 22 Rosella Road, Mangere.

5.2 Whānau and Community Engagement policies

5.2.1 As per your parents, family, whānau, iwi and community engagement plans, approved by the Minister of Education, please detail the progress against the plan. Please attach a copy of your whānau and community engagement plan, clearly labelled as an Appendix and referenced in the box below.

STRATEGIC GOALS	MILESTONES QUARTER 1	OUTCOMES
<p>Continue to demonstrate best practice Whanau Engagement strategy.</p> <p>Develop an effective Governance model that demonstrates strong leadership and direction in Pasifika Maori communities.</p>	<p>Launch the The Rise UP Academy project with Opening Ceremony - 7th Feb</p> <p>Understand and Implement The Rise UP Academy vision, policies and develop Procedures</p>	<p><u>The Rise UP Academy Opening Ceremony</u> Local iwi and community organisations spoke about the Academy's strategic direction and further collaboration has resulted. E.g. Te Puea Marae, Kings College. Through Inquiry Learning, our children are identifying local experts who have been brought in under Registered Teacher's supervision to facilitate aspects of Inquiry Learning. Local businesses and community groups have provided partnership and collaboration so that our children can succeed.</p> <p>Our Community Great staff and great community of parents. The children have settled and it's a really nice learning environment. We have some very promising leaders in our midst and staff just love their new lil classes. Breakfast club has started every Monday morning for now run by a Rise UP Mum. Term 2 Curriculum planning has begun with the new focus being 'Our Community'</p> <p>Our stakeholder management All staff submit quarterly stakeholder management plans. They are based on partnership, aroha and no surprises. Whanau Engagement plan is at front desk and in SchoolDocs.</p> <p>Our policies Health & Safety of students and staff is a priority this term. With the range of whanau dynamics at The Rise UP Academy there has been a heightened awareness of the well-being of our school community. Processes have been clearly defined to ensure everyone is safe.</p>
<p>Support Teachers and Whanau to</p>	<p>Lead RUPT whanau at The Rise</p>	<p>Our mentoring Whanau Educators have facilitated 14 whanau 1:1 PATH plans with existing The Rise UP Academy whanau. PATH Plan expert contracted to co-facilitate as the Rise UP team become</p>

STRATEGIC GOALS	MILESTONES QUARTER 1	OUTCOMES
ensure 85% of The Rise UP Academy learners are achieving at or above the National Standards.	UP Academy to develop PATH PLAN's	<p>proficient in facilitation. PATH plans identify barriers to Whanau involvement in school and provide support to mitigate these barriers. The first cohort of The Rise UP Academy whanau are almost complete. Feedback has been exceptional.</p>
Demonstrate whanau outcomes and collate evidence to tell a good performance story.	Lead 1 Hearts & Minds programme Lead the Kidz Club 3TO5PM programme	<p>Our Hearts and Minds Hearts & Minds programme has equipped 14 new whanau with keys for learning. The programme is designed to increase whanau engagement in their child's learning and build relationships with other parents. Please see report appendices. A very different cohort to all those in the past. Highly engaged whanau now we have our own school. Rise UP Academy Teachers are also attending Hearts and Minds, to facilitate a 'meet the teacher' opportunity, to embed a safe environment for whanau to engage with the school, and to weave Rise UP's vision and mission into their teaching practice.</p> <p>Our Rise UP Kidz 3TO5PM Kidz Club programme has kicked off on the 17th Feb. The children love it and staff are settling all the logistics with multiple stakeholders now engaged. Children attend Outback Gym, Swimming lessons, SUPA performance and music lessons. Evaluation framework is in place. The outcomes to date are demonstrating healthier food choices and greater confidence in the children.</p> <p>General: This term has seen a very streamlined and effective approach to delivering this Rise UP Trust project. Having our own school is definitely giving us better outcomes.</p>
	Report to parents- 3-way conference	<p>100% parent attendance at our 3-way conference</p> <p>Our Reporting Baseline assessments show we have quite a bit of work to support these students to reach the performance standards set before us. Lead Teacher is steadily working to ensure Curriculum planning will accelerate student achievement.</p> <p>Our Collaboration Whanau feedback is influencing strategic direction and future communications. Whanau are involved in home learning, EOTC activities, Facebook feedback, volunteering.</p>

5.2.2 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		
Local college	Student Community service programme. Students support the afterschool programmes on Mondays, Tuesdays and Thursdays.	2-4 students
Community Organisations and Groups		
Community organisation	Counselling services for parents	As required.
The Outback Getfit gym	Afterschool programme	1 member of teaching staff to supervise at all times -43 1x a week
SUPA Trust	Afterschool programme	1 member of teaching staff to supervise at all times.-43 1 x a week
Local school's music programme	Afterschool programme	1 member of staff to supervise at all times -13 1 x a week
Swimming School	Afterschool programme	2 members of teaching staff to supervise at all times. Parent volunteers 8:43 1 x a week
Local Organisations	Possible long term site development for 'One community' project.	CEO project planning, quarterly meetings.

5.3 Media

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

<http://www.3news.co.nz/Class-conflict-PPTA-boycotts-charter-schools/tabid/1771/articleID/338470/Default.aspx>

<https://www.youtube.com/watch?v=5bvd-EJQOX4>

<https://www.youtube.com/watch?v=Z5VGQuLXnp0>

5.4 Complaints

- 5.4.1 Describe any official complaints (written) received by Sponsor. 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. If none were received, please note that.

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The staff member, management and parent held a meeting to discuss the complaint and clarified the comments. CEO informed the Board of Trustees of the process and outcome.

6. RISKS AND POTENTIAL ISSUES

Please detail any risks or potential issues in the table below. *Delete excess rows or insert more rows if required.*

Risk Type	Date Raised	Risk Description	Mitigations
1. Facility - IT requirements	Nov-13	Unclear task owners, volume of work just too large, cost too great, staff not IT specialists.	Management team building volunteer base including IT specialist.
2. Property	Mar-14	Property maintenance activity compromises health and safety of students	Property and maintenance plan created.
3. Curriculum	Nov-13	Volume of work just too large for set up timeframe. Risk that not enough time for teachers to embrace the Rise UP approach to delivering the NZ Curriculum.	Curriculum developer is experienced. Rise UP has good processes for managing projects. No.8 Rise UP method of peer coaching and mentoring in place. Professional development plan. Performance appraisal process supports teachers.

6.2 What support do you need to mitigate these risks or potential issues? *Please be specific about any actions or course of actions you may require.*

<p>Please refer above for support required to mitigate these risks.</p>
