



**THE RISE UP ACADEMY**

**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	The Rise UP Academy
Sponsor Name	Rise UP Trust
School Address – Physical	22 Rosella Road, Mangere East, Auckland 2024
School Address – Postal	P O Box 23 165, Hunters Corner, Auckland 2155
Website Address	<a href="http://www.riseuptrust.org.nz">www.riseuptrust.org.nz</a>
Date of Partnership School Agreement	16 September 2013
Date school first opened for instruction	7 February 2014
Guaranteed Minimum Roll	50
Maximum Roll	100
Number of students enrolled	49
Year Levels	1-6
# of Instructional Days per School Year	191
Name of Key Contact	Catherine Duncan
Key Contact email address	<a href="mailto:catherine.d@riseuptrust.org.nz">catherine.d@riseuptrust.org.nz</a>
Key Contact phone number	[REDACTED]
Name of School Leader/person responsible for teaching and learning	Sita Selupe s 9(2)(a) OIA
School Leader/Principal email address	[REDACTED]
School Leader/Principal phone number	09 276 8727

Mission Statement
Raise leaders, one child at a time.

## 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>Consider the following questions:</p> <ul style="list-style-type: none"> <li>• How have you managed roles and responsibilities between Sponsor, governance and management? Have there been any challenges?</li> <li>• What measures are in place to ensure effective oversight of the Board and school?</li> </ul> <p>For the period 1 January –December 31, 2014 there have been no changes to the organisational structure of our school.</p> <p>For the period January 1 – December 31, 2015 we will increase the number of teaching staff to cater for the additional students to be enrolled.</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*	3= 100%
	Contract	3
Number of teachers that hold registration a Limited Authority to Teach (reporting year)	Actual*	0
	Contract	1
Number of non-registered teachers (2014)	Actual*	0
	Contract	0
Total number teaching staff (registered, LAT and non-registered)	Actual*	3
Total number teaching staff (registered, LAT and non-registered)	Contract	4
Percentage of teachers that hold registration and/or LAT (2014)	Actual*	100%
	Contract	100%

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
Please describe here:
Not applicable

### 1.4 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			6	6	1	
2			8	8		8
3			8	8		8
4			14	14		9
5			6	6		13
6			4	4		5
7						4
8						
<b>TOTAL</b>	50	100	43	46		47

\* 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	10	0	0	0	0
2	7	0	0	0	0
3	8	0	0	0	0
4	14	0	0	0	0
5	6	0	0	0	0
6	4	0	0	0	0
<b>TOTAL</b>	49	0	0	0	0

## 2. EXECUTIVE SUMMARY

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### 2.1 Executive Summary

The 2014 establishment year of Rise UP Academy has been a huge success for our community we serve.

Overall in most areas we have met and exceeded the performance measures set out in the Agreement. We are very proud of our Learning Community achievements with 82% of students being at or above the National Standards in Numeracy and Writing and 90% of our students achieving at or above the National Standards in Reading.

The Rise UP Trust gives confirmation of compliance with the Minimum requirements of the 2014 agreed measures. The board and management have worked hard to provide a safe learning environment for students, staff and whānau.

The board are pleased with our latest ERO report and note the need to provide more child friendly playground facilities within our property plans next year and continue to provide professional development for staff.

The Rise UP whānau continue to actively engage in their children's learning and are excited about the year 7 and 8 provision and the possibility of year 9 and 10 in subsequent years. Whānau are ready to participate in the strategic planning for the year 9 and 10 Curriculum and Property plans.

The students have settled into their new school and have adjusted well to the Rise UP Academy approach. They value having their student voice heard and have high expectations of themselves and the learning environment.

The teachers have embraced the school vision and understand the Partnership school kaupapa we have co-constructed this year with whānau.

The various education and community stakeholders are well aware of Partnership schools now and have been largely inclusive of our school being part of the 'system'.

We look forward to the incremental roll growth in 2015 to 100 students by the end of the year.

The 2014 foundation year for The Rise UP Academy has paved the way for Primary partnership schools. Our mission to 'Raise leaders one child at a time' to achieve our vision: 'Sharp Minds, Strong Bodies and Good Hearts' has been challenging and rewarding.

### 3. MINIMUM REQUIREMENTS OF THE AGREEMENT

#### FOR THE SPONSOR TO COMPLETE:

I certify that The Rise UP Academy 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				
Date	Clause	Requirement	Reason	Remedy
NIL				

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

s 9(2)(a) OIA

SITA SELUPE		31 January 2014
Sita Selupe	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.

<b>OBJECTIVE: EFFECTIVE GOVERNANCE</b>			
<b>Goal(s) of the Objective:</b>	<b>Met</b>	<b>Progressing</b>	<b>Not Met</b>
To provide direction and leadership in the planning and evaluation of The Rise UP Academy.	✓		
To develop a Funding and Sustainability model that ensures adequate resources to achieve the vision and demonstrates excellent financial stewardship	✓		
<p><b>Comment on Performance in 2014 School Year:</b>                      The Board have established a robust evaluation framework that monitors and measures the school performance effectively.                      The funding model will continue to include philanthropic support to ensure adequate resources in 2015.</p>			
<p><b>Focus for the 2015 School Year:</b>                      The provision of year 7 and 8 will be monitored carefully in 2015. The application for year 9 and 10 will be a major focus requiring Curriculum and Property plans to align.</p>			

<b>OBJECTIVE: EXCELLENT TEACHERS</b>			
<b>Goals:</b>	<b>Met</b>	<b>Progressing</b>	<b>Not Met</b>
To develop and implement The Rise UP Academy's Performance Management system effectively.	✓		
To implement The Rise UP Academy's policy framework and develop/refine procedures	✓		
To implement The Rise UP Academy's Curriculum Plan and accelerate Student achievement through Inquiry Learning	✓		
<p><b>Comment on Performance in 2014 School Year:</b>                      The Performance Management system reflects the Professional Teaching standards criteria and promotes reflective practice through teacher inquiry, professional development and staff well-being.                       The teaching staff have worked to develop a unified approach to planning and assessment of the Curriculum which includes a Hearts and Minds based approach.</p>			
<p><b>Focus for the 2015 School Year:</b>                      Teachers will focus on Assessment for learning, Writing, E-learning and the year 7 and 8 Curriculum.                       We have enlisted the support of the Ministry of Education Student Achievement Function team to</p>			



provide support in accelerating learning for students during 2015 with a focus on school wide Behaviour Management. As we increase our roll to 100 we look forward to a unified approach in Behaviour Management with new staff, students and their whānau.

<b>OBJECTIVE: FULLY ENGAGED WHĀNAU</b>			
<b>Goals:</b>	<b>Met</b>	<b>Progressing</b>	<b>Not Met</b>
Continue to deliver the Building Learning Communities project to increase whānau engagement in their children's learning.	✓		
Conduct Research project - examining the Rise UP approach to evidence our principles of practise	✓		
<p><b>Comment on Performance in 2014 School Year:</b>            Rise UP Whānau are highly engaged with their children's learning. Parents have had ample opportunities to support learning programmes, contribute to strategic discussion and access additional support when necessary.</p> <p>The level of support is reflected in the overall student achievement data.</p> <p>The research project is on track with agreed milestones and will conduct parent and teacher focus groups during the first term of 2015.</p>			
<p><b>Focus for the 2015 School Year:</b>            2015 will look to support those whānau identified with very high learning needs as well as the new whānau attending our school.</p>			

<b>OBJECTIVE: SUCCESSFUL RISE UP STUDENTS</b>			
<b>Goals:</b>	<b>Met</b>	<b>Progressing</b>	<b>Not Met</b>
Students will develop sharp minds, strong bodies and good hearts.	✓		
Increased confidence and broadened aspirations	✓		
<p><b>Comment on Performance in 2014 School Year:</b>            An extraordinary diverse group of students make up the foundation members of Rise UP Academy. Each student has experienced a measure of success in mind, body or spirit.</p> <p>All contractual student achievement performance measures, except for Year Five maths, where a Term Four new student arrived at Rise UP Academy below the National Standards in maths.</p> <p>Increased confidence has been a noticeable attribute of all students this year. A new breed of Māori Pasifika learners has emerged.</p>			
<p><b>Focus for the 2015 School Year:</b>            As mentioned earlier we will focus on Writing, E-learning and the year 7 and 8 Curriculum.</p>			

## 4.2 Performance Standard: Student Achievement

Rise UP Academy End of Year Summary – Writing, Reading and Maths 2014	
<b>What is the data telling us? – Writing</b>	s 9(2)(a) OIA
<b>End of Year Data:</b> According to the Writing Data our Year 6 students [REDACTED] There are a total of nine students at Years 3 – 5 who are below however the rest of the students have met the performance standards for the end of the year.	
<b>What is the data telling us? - Maths</b>	s 9(2)(a) OIA
<b>End of Year Data:</b> According to the Maths Data [REDACTED] year level did not meet the performance standards. There were also two [REDACTED] students out of seven who were well below and they have moved to below. [REDACTED]	
<b>What is the data telling us? - Reading</b>	s 9(2)(a) OIA
<b>End of Year Data:</b> According to the Reading Data this is a strength at Rise UP Academy as we have reached over and above performance standard of 89% students who are at and above the national standards.	
<b>Strength</b> According to the end of year data the Years 1 – 6 students have identified strengths. According to the standardised tests, observations and Overall Teacher Judgements they demonstrate the appropriate reading strategies and are able to read for enjoyment, which is supportive of the effective reading programmes in the classroom.	
<b>Areas for Development</b> According to the end of year data there is a need to continue working on maths and writing to develop and enhance the specific skills targeting the students at [REDACTED] in 2015 for writing and the [REDACTED] students in 2015 for Mathematics. s 9(2)(a) OIA	
<b>Where to Next? (Planned actions for lifting achievement)</b> The data provides the basis for identifying areas for improvement. The next steps are to provide action plans with target groups (below National Standards). We are also providing staff with professional development in assessment focusing on Writing to enhance learning programmes. The Ministry of Education Student Achievement Function team will assist staff to write action plans for our target groups. Our in-house staff professional development will continue with the Accelerating Learning In Maths. Our E-Learning strategy includes improving and enhancing student learning by providing students with devices and supporting teacher's capability. s 9(2)(a) OIA	
We would like to acknowledge our [REDACTED] who were very high needs at the beginning of the year and are now settled into school, able to complete daily routines, establishing the basic skills for reading and writing and are able to communicate in English to the teacher. Although they are not yet at the expected standards they have still gained progress in other areas.	

### 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	0.28 multiplied by the number of Students multiplied by the number of days the School is open:  (0.028 x 49 (# of students) x191 (full school days open) = 262.052	177
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	Wellness survey completed.	2015 Performance Standard for 2015: See at least 10% improvement in all domains, particularly student culture and strategies

Comments	
Unjustified absences	Unjustified absences have been followed up by Whānau Educator and Teachers. Teachers will reinforce processes and procedures for frequent and unjustified absences of students for 2015.
Stand downs	Nil
Suspensions	Nil
Exclusions	Nil
Expulsions	Nil
School Culture	Wellbeing Survey Summary Below

### WELL BEING SURVEY

The Year four to Year six children completed the well-being survey. Twenty one students complete the survey in Term 4. The well-being survey asks for feedback on community partnerships, aggressive student culture, teaching and learning, climate school and practice and pro-social student culture & strategies.

#### ***What is working well? Why? What will change? Why? How can we keep a track of it?***

The areas that scored highly in the well-being survey were community partnerships, caring & teaching, caring and collaborative school. The survey results show that children feel that community partnerships are positive.

In terms of the teaching and learning students feel they can do well, teachers taught others with respect, positive behaviour is highlighted & role-models set a standard.

An area that we have identified that needs to change & we would like to keep a track of is the Pro-social student culture & strategies. What is happening? Why? How can we keep a track of it?

We have chosen to focus on pro-social student culture & strategies because we noticed there were anomalies with the statements in the survey results. We have looked at the survey results and will keep in mind the knowledge we have of our students and use this knowledge to make sense of the survey results.

**From the well-being survey we have also asked questions such as:**

Are there high demands on teaching and learning that require students to perform? If so *is there adequate support for the children?*

How can we promote and foster positive pro-social behaviour at our school?

***What strategies will we use to promote & foster positive pro-social behaviour?***

- Reinforce school rules at the beginning of the year, in all classes.
- School devotions- Integrate values into devotional planning and also reinforce in classroom planning.
- Integrate & plan for pro-social skills such as- listening to each other's ideas and views, problem solving skills.
- Assemble each week to role play the value for the term e.g. see it, know it and do it!
- School Rules and Motto everywhere around the school.
- Integrating our MOE Student Achievement Function (SAF) change management plans to foster pro-social behaviour.
- Continue professional learning development with Assessment for learning programmes with teachers.

#### 4.4 Performance Standard: Financial Performance

Measure	2014 Performance Standard [Schedule 6 Section 2:3]	2014 Actual
Operating Surplus	2-5%	6%
Working capital ratio	2:1	1.7:1
Debt/equity ratio	0.5:1	0.31:1
Operating cash	Positive cashflow forecast = actual	Yes
Enrolment variance	50	49

Comments	
Operating Surplus	
Working capital ratio	
Debt/equity ratio	
Operating cash	
Enrolment variance	One student left school to live in the Cook Islands in Term 4.

#### 4.5 Performance Standard: Targeting Priority Learners

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 at least one of the priority learner groups	% of student roll that does not identify with at least one of the priority learner groups																																																																					
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Please provide in percentages the geographical locations where your student population has been drawn from.																																																																							
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## 5 OPERATIONAL MANAGEMENT

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### 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:**

For period 1 October – 31 December 2014:

1. Installation of dance mirrors in school hall
2. Removal of privet due to high number of students with allergy conditions
3. New fence put in x2
4. Total of 6 Thumb Turn locks fitted to prefabs and office staffroom doors
5. Down pipe replaced – back of Room 2
6. Planter boxes installed – front of Room 3 & 4
7. Ongoing repair of old fence palings

More recently:

1. New playground installed
2. Succulents planted around the school adding more greenery to our gardens

On the radar over the next 6mths:

1. Installation of water fountains x2
2. School intercom, automatic bell
3. Portable Portacom – to meet the needs for storage/meeting room space

## 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.

Response:

***How has the school gathered information about the needs of the parents, family, whānau, iwi and the community?***

Information about the needs of our parents, family, whānau, iwi and the community has been gathered through the different opportunities that we have provided. We have had a high level of engagement of our Whānau in our Rise Up core programmes, Hearts & Minds, Synergy & PATH. We have thirty three Whānau at Rise UP Academy and 95% of our whānau have participated in two or more of the core programmes.

All of our 33 whānau have participated in a PATH plan session and have debriefed short term and long term goals. During the PATH plan session, learning needs are identified and communicated with Whānau educators who ensure support is given for the Whānau. Most of our parents were able to achieve these goals.

During Whānau Fono in Term 2 & Term 4 we have asked our parents for feedback on the following aspects of our school: Teaching & learning, Student health and well-being, Afterschool programme, Whānau programme, Communications, and the Volunteer arm. We used the De Bono six thinking hats to gather information and our parents were in small discussion groups. Each small group had the opportunity to share back their views to the entire group.

During the Three Way conferences we also gathered information through surveys. We also asked for feedback on Learning, Whānau Engagement, After School programme, Volunteering, Communications and Whānau devotions.

The Whānau Educators have continued to maintain positive relationships with parents. The Whānau Educators role is to address any needs that parents communicate and make referrals when necessary. The Whānau Educators work closely alongside teachers and parents and ensure support is provided to meet the learning and developmental needs of the children.

*Whānau Engagement Policy- Pg. 1: Teachers will provide a safe environment for whānau to engage with school.*

***How effectively has the school consulted with parents, family, whānau, iwi and the community?***

Our partnership with parents, family, whānau, iwi and the community has been successful this year. We have continued to maintain and build positive relationships with all our Whānau this year. Throughout the year we have engaged with our whānau through Whānau Fono, Surveys and 3-Way conferences and planning committees for Language weeks. We have had at least 75% attendance at our Whānau Fono during the year. Our 3-way conferences we have had at least 88% attendance as mentioned in the report for term 3.

We are also undertaking professional development this year with *SAF-The Student Achievement Function team*. The SAF team inquiry is driven by a change team. We have a couple of our parents who are part of the Change Team and have participated in the SAF professional development meetings with all the staff. The Change Team will investigate and analyse data so that strengths and areas for development can be identified. The Change Team will also identify opportunities, issues and possible solutions and use this information to develop and implement a sustainable action plan to accelerate student achievement.



During our Whānau Fono, we have provided an opportunity for service providers to present to our Whānau so that our families are aware of services that are available in the community in which they can access.

*Whānau Engagement Policy Pg. 1 Local iwi and community organisations will have at least three opportunities through our AGM and ongoing fono/hui to contribute to the Academy's strategic direction.*

***How effectively has the school used the information gathered from parents, family, whānau, iwi and the community?***

As an organisation we value the feedback we receive from our parents/whānau, local iwi and community. The information we have gathered from our parents/ whānau and community is discussed during staff meetings. The information gathered is discussed in different teams - teachers, whānau educators, administration team and management team. The teams develop action plans with timeframes and goals to address the information that was gathered.

The information gathered from parents has also helped to plan the delivery of the Rise UP Building Learning Communities' programmes. Our parents have communicated to us the programmes which have been the most beneficial for them. We have ensured that all our Whānau will participate in a PATH session every year.

We also asked our parents to give feedback on how the Whānau Fono meetings are delivered. This information has helped us to make improvements to the meeting schedule and also to the facilitation of the parent discussion groups. Our aim is to ensure that all our parents' voices are heard in our Whānau Fono.

*Whānau Engagement Policy Pg. 1 Local iwi and community organisations will have at least three opportunities through our AGM and ongoing fono/ hui to contribute to the Academy's strategic direction.*

***How has information gathered from parents, family, Whānau, iwi and the community been incorporated into school planning and decision making?***

During the Whānau Fono we communicated to our parents the strategic vision for the next five years. They were able to ask questions and give feedback on the vision of the school.

The feedback we received from our parents has also helped to plan and make improvements to our afterschool programme for 2015. The co-ordinators have also used the information to plan the cultural programme and network with the local community groups. The afterschool co-ordinators have been able to plan an afterschool programme which align with the school vision and also make decisions on the service providers that it will access.

*Whānau Engagement Policy Pg. 1 Our Whānau feedback will influence strategic direction and future communications.*

***How well has the school communicated key information to parents, family, whānau, iwi and the community?***

Our school has been able to communicate key information to parents, family, Whānau, Iwi and the community through various ways. We have communicated key information through our

fortnightly newsletter content, Whānau Fono, and through informal opportunities such as website and group private Facebook page. Our Whānau, Community and Iwi have been well informed due to the different ways we have engaged with them. Feedback from the surveys and facilitated group discussions reflect a positive view of how our stakeholders feel about the level of communication between home and school.

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

Most of our parents are satisfied with the level of communication with and the information received from our school.

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

<b>Partnering Organisation</b>	<b>Description of the Partnership</b>	<b>Level of involvement students and/or staff involved, approx hours per month, resources involved etc.</b>
<b>EDUCATIONAL ORGANISATIONS</b>		
<i>Local school</i>	Music tuition afterschool programme-Keyboards and violin.	1 x 30 min session per week, for 14 students.
<i>Local school</i>	Volunteer help from their students for Health & Fitness programme on Monday.	1 x 2hrs Monday 2 students
<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
<i>Performing Arts programme</i>	Contracted to deliver on school site after school.	1 x 1.5hr session per week for 49 students.
<i>Health &amp; Fitness programme</i>	Contracted to deliver on school site after school.	1 x 1.5hr session per week for 49 students.
<i>Swimming programme</i>	Contracted to deliver off site after school.	1x 30min session per week For 49 students.

## 5.4 Complaints and the Independent Review Process (IRP)

<b>5.4.1</b>	<p><b>Describe any official complaints (written) received by the Sponsor in the table below.</b></p> <ul style="list-style-type: none"> <li>List one entry per complaint.</li> <li>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.</li> <li>Do not attach copies of complaints or your response(s) to complainants.</li> </ul>		
	<p><b>Response:</b> As mentioned in the Q1 report we have received one complaint from a parent regarding comments written in her child's beginning of the year report.</p>		
	<b>COMPLAINANT</b> <i>e.g. family, parent, community group</i>	<b>NATURE OF COMPLAINT</b>	<b>RESOLUTION</b>
	Parent	Student progress	Achieved

<b>5.4.2</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Please refer to <u>Schedule 8: Independent Review Process Framework (IRP) of your Agreement</u>.</li> <li>List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.</li> <li>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.</li> <li>Do not attach copies of challenges under the IRP or your response(s) to complainants.</li> </ul>		
	<p><b>Response:</b> Nil</p>		
	<b>COMPLAINANT</b> <i>e.g. family, parent, student</i>	<b>NATURE OF CHALLENGE UNDER IRP</b>	<b>RESOLUTION</b>

## 6 RISKS AND ISSUES

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### 6.1 Risks

*Please summarise any outstanding risks that will be carried over into 2015*

- *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.*

**Response:**

The Sponsor has identified the need to grow the schooling model in both year levels and maximum roll to ensure the school remains financially viable.

### 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:**

The Ministry has declined to provide a schedule of hui and other meetings for the 2015 year.

Request one on one support to complete the Primary School PSKH Reporting Template.

## 7 STRATEGIC FOCUS FOR 2015

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### *Summarise the strategic focus for your school for 2015*

#### **Response:**

##### Effective governance

- Provide a safe physical environment conducive to learning that caters for our maximum roll of 200, including 9 and 10.
- To maintain and update I.T. systems to support staff roles and student learning.
- To maintain a mixed portfolio of income streams to support the community engagement strategy.

##### Excellent Teaching and Learning

- Maintain and improve the 2014 student achievement results to work towards 87% of our students achieving at or above the National Standards.
- Set in place effective change management strategies to ensure student and staff wellbeing as we increase our roll and year levels. Develop a unified, school wide approach to behaviour management.

##### Fully Engaged Whānau

- To monitor the progress on strategies implemented for 2014 feedback identified by whānau, community and iwi.
- Build on the Volunteer Management Plan and ensure Rise UP's compliance with Health and Safety regulations.

# The Rise UP Academy

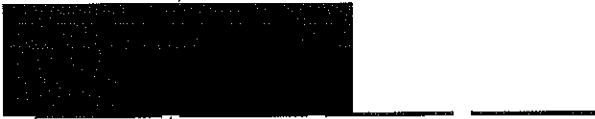
## Appendix 2: Financial Performance Quarterly Reporting

	Q1	Q2	Q3	Q4	TOTAL
Total Income for Quarter	157,701	165,810	123,000	142,002	588,513
Total Expenditure for Quarter	142,315	121,749	141,140	147,559	552,763
<b>Operating Surplus</b>	<b><u>15,386</u></b>	<b><u>44,061</u></b>	<b><u>-18,140</u></b>	<b><u>-5,557</u></b>	<b><u>35,749</u></b>
Total Current Assets	146,196	559,643	482,155	321,758	1,509,753
Total Current Liabilities	122,461	323,214	289,514	154,832	890,022
<b>Working Capital</b>	<b><u>23,735</u></b>	<b><u>236,429</u></b>	<b><u>192,641</u></b>	<b><u>166,926</u></b>	<b><u>619,731</u></b>
<b>Working Capital Ratio (:1)</b>	<b>1.2</b>	<b>1.7</b>	<b>1.7</b>	<b>2.1</b>	<b>1.7</b>
Total Liabilities	122,461	323,214	289,514	154,832	
Total Equity	371,576	573,941	512,464	493,029	
<b>Debt Equity Ratio (:1)</b>	<b>0.33</b>	<b>0.56</b>	<b>0.56</b>	<b>0.31</b>	
Operating Cash per Forecast					
Operating Cash at End of Quarter	204,995	545,671	477,853	313,597	
Enrolment at end of Quarter	43	46	48	49	
Financial Statements Attached	YES	YES	YES	YES	

**Certification**

I certify that Rise UP Trust is solvent and will remain solvent.

s 9(2)(a) OIA



Signed by Catherine Duncan

Date:

On behalf of the Rise UP Trust Board

Report for Quarter 4

October to December