



The Rise UP Academy

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 3rd QUARTER

For the period 1 July to 30 September 2015

CONTENTS PAGE

1. BASIC INFORMATION ABOUT THE SCHOOL	3
2. EXECUTIVE SUMMARY FOR THE MINISTER	4
3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT	5
4. PERFORMANCE MANAGEMENT FRAMEWORK	7
4.1 Objectives from your Agreement.....	7
4.2 Student Achievement.....	9
4.3 Student Engagement.....	11
4.4 Financial performance	12
4.5 Targeting Priority Learners.....	13
5. OPERATIONAL MANAGEMENT	14
5.1 Property	14
5.2.1 The parents, family, whānau, iwi & community engagement plan.....	14
5.2.2 Community and educational partnerships	16
5.3 Media	16
5.4 Official Complaints received by the Sponsor	16
5.5 Challenges received under the Independent Review Framework (IRF)	17
5.6 Policies for ensuring a safe physical and emotional environment for Students	17
6. RISKS AND ISSUES.....	18
6.1 Risks.....	18
6.2 Issues.....	18

1. BASIC INFORMATION ABOUT THE SCHOOL

1.1 Basic Information

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

Name of School	Rise UP Academy
Year Levels	1-8
Quarter 3 Enrolment Count	86
School Address – Physical	22 Rosella Road, Mangere East, Auckland 2024
School Address – Postal	P O Box 23 165, Hunters Corner, Auckland 2155
Website Address	www.riseuptrust.org.nz
Name of Key Contact	Catherine Duncan
Key Contact email address	catherine.d@riseuptrust.org.nz
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

1.2 Organisational Structure

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

Consider the following questions:

- How have you managed roles and responsibilities between Sponsor, governance and management? Have there been any challenges?
- What measures are in place to ensure effective oversight of the Board and school?

Response:

Please see **Appendix 1 Organisational Chart**.

No changes have been made to the organisational structure in the last quarter.

2. EXECUTIVE SUMMARY FOR THE MINISTER

An executive summary is a brief overview of a report designed to give readers a quick preview of its contents. Its purpose is to consolidate the principal points of a document in one place.

2.1 Executive Summary

Response:

The Board of Trustees and Management have had a challenging yet fruitful term. The increased roll and new staff have been warmly embraced and carefully oriented into the Rise UP Academy kaupapa.

EFFECTIVE GOVERNANCE

The board continue to govern by policy through the CEO/Principal and monitor Strategic and annual goals objectives each month.

As opportunities arise for collaboration and partnership, the board have worked tirelessly through due diligence processes to guard the vision of the school and preserve long term sustainability.

Philanthropic funding and grants provide resources for Whānau engagement programmes.

The challenge to extend the current property space presents a real concern. The board have decided to defer the introduction of the final new entrant class to 2016 due to unforeseen ground-works being undertaken by the proprietor and limited space. The Health and Safety of students and their well-being has been prioritised in this decision.

EXCELLENT TEACHING AND LEARNING

Our teachers are working diligently with support from external Professional Learning agencies to accelerate learning for all learners with a particular focus on Writing. Quarterly teacher reviews and appraisals reflect quality Professional practise and high engagement levels of students.

The roll increase has seen us review a number of policies to ensure the ongoing well-being of students.

FULLY ENGAGED WHĀNAU

Our parents demonstrate high engagement levels with the implementation of the Mutukaroa initiative and the Synergy whānau programme. Our 3 way parent conferences saw a 97% turnout. Attendance has been 91%, 4% less than our target, due to high winter illness rates.

Ministry of Education Student Achievement Function team facilitated two fono providing a platform for parents to contribute to actions plans to improve Target students' achievement.

We are preparing to embark on the 10 year Longitudinal study with Foundation North. We will work with various children and their whānau and track their learning journey with Rise UP to evidence our theory of change.

3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

3.1 Compliance with Minimum Requirements				
Clause	Requirement	Met	Not Met	N/A
16.1(a)	No serious incident occurs in relation to the School that compromises the health and safety of a Student that the Minister reasonably considers could have been prevented by the Sponsor;	✓	✓	✓
16.1(b)	no serious criminal activity is discovered to have taken place on the Premises;	✓		
16.1(c)	the Sponsor operates the School in accordance with the requirements set out in the Gazette Notice;	✓		
16.1(d)	the Sponsor does not exceed the Maximum Roll;	✓		
16.1(e)	the Sponsor accepts students in accordance with clauses 7.2 to 7.4 of this Agreement;	✓		
16.1(f)	the School hours and term dates never reduce below the minimum levels set out in Schedule 1;	✓		
16.1(g)	the stand-down or suspension periods for Students do not exceed the maximum periods set out in the Act;	✓		
16.1(h)	the Sponsor complies with the requirements in relation to standing down, suspending, excluding or expelling;	✓		
16.1(i)	the Sponsor complies with every direction given under the Act or this Agreement;	✓		
16.1(j)	any transport required is provided as described in Schedule 3;			✓
16.1(k)	the Sponsor has a person appointed as the person responsible for teaching and learning at all times;	✓		
16.1(l)	the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach does not fall below the minimum number or percentage set out in clause 2 of Schedule 4;	✓		
16.1(m)	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 does not fall below the minimum percentage set out in clause 3 Schedule 4;	✓		
16.1(n)	the Sponsor has 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 this Agreement;	✓		
16.1(o)	the Sponsor reports to the Minister in accordance with clause 18.2 of this Agreement;	✓		
16.1(p)	the Sponsor reports to the Ministry in accordance with clause 18.3 of this Agreement;	✓		
16.1(q)	the Sponsor reports to parents in accordance with clause 7.8 of this Agreement;	✓		
16.1(r)	the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;	✓		

3.1 Compliance with Minimum Requirements				
<i>Clause</i>	<i>Requirement</i>	<i>Met</i>	<i>Not Met</i>	<i>N/A</i>
		✓	✓	✓
16.1(s)	<i>the Sponsor provides audited accounts as required by clause 18.5 of this Agreement; and</i>	✓		
16.1(t)	<i>the Sponsor provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2.</i>	✓		

Please identify in the table below if there have been any Minimum Requirements that have not been met during the last quarter. Insert more rows as necessary.

3.2 Non Compliance with Minimum Requirements			
<i>Clause</i>	<i>Requirement</i>	<i>Reason</i>	<i>Remedy</i>

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
<i>Sita Selupe</i>	<i>Sita Selupe</i>	<i>2 November 2015</i>
<i>Sita Selupe (Principal/CEO)</i>	<i>Signature (electronic)</i>	<i>Date</i>

4. PERFORMANCE MANAGEMENT FRAMEWORK

4.1 Objectives from your Agreement

4.1.1 Objective 1: EFFECTIVE GOVERNANCE			
Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
To lead the development of the school and ensure 85% of students are achieving	Student achievement data reflects contract performance standards.	PROGRESSING TOWARDS	PROGRESSING TOWARDS
To ensure policy compliance relevant to statutes and legislation.	Policy review schedule signed off	MET	MET
To maintain a mixed portfolio of income streams.	Secured funding for Whānau engagement programmes	PROGRESSING TOWARDS	PROGRESSING TOWARDS
To extend property and cater for maximum roll.	Develop a five year property plan and implement	PROGRESSING TOWARDS	PROGRESSING TOWARDS
			Comments
			The Board continue to oversee and monitor student achievement against the National Standards.
			The Board signed off Self Review schedule for last quarter.
			External funding is still being sought to resource the Whānau engagement programmes
			The Board are finding the challenge of expanding our property to cater for 100 students difficult at this time and maintaining effective Health and Safety practices due to underground works being completed. We are aiming towards accommodating the Guaranteed Minimum Roll in early 2016.

4.1.2 Objective 2: EXCELLENT TEACHERS

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
Teachers provide learning programmes to accelerate learning and ensure at least 85% of students are achieving at or above the National Standards.	Student achievement data meets 2015 Performance standards. Baseline, Mid-year and End year assessment. Target students' progress is monitored quarterly.	MET	MET
Teachers understand and implement vision, policies, and procedures and promote a safe learning environment for students.	Monthly reports on Health & Safety risks/issues. Quarterly Self review schedules signed off by staff.	MET	MET
Teachers undertake opportunities for Professional Development to improve teaching practise.	Implement and report on Action plans from Teachers professional development.	MET	MET
			Comments
			Target students are making improvements. Teachers have had limited support from RTLB due to local priorities being very high in the cluster.
			The roll increase this term has been managed effectively by staff with the adherence and implementation of policies. Parent voice has been strong providing constructive feedback regarding student well-being. Quarterly staff evaluations and appraisals contribute to school-wide effectiveness and improved quality management systems.
			New staff are contributing to the Rise UP vision really well. Professional development opportunities in Writing and Inquiry Learning see improved teaching and learning school-wide.

4.1.3 Objective 3: FULLY ENGAGED WHĀNAU

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3
To empower parents to actively engage in their children's learning.	Participation in Parent programmes and attendance at Parent interviews/fono.	MET	MET
To ensure student attendance is 95% or greater.	Monthly and Quarterly ENROL reports.	PROGRESSING TOWARDS	PROGRESSING TOWARDS
To contribute to the Strategic	Quarterly Community Engagement	MET	MET
			Comments
			High engagement levels with the implementation of the Mutukaroa initiative. Synergy whānau programme and 3 way conferences saw a 97% turnout.
			91% due to high illness rates.
			Ministry of Education Student Achievement Function team facilitated two fono providing a platform for parents to

direction of our school.	report. Participation and contribution at various fono held.			contribute to actions plans to improve Target students' achievement. We are preparing to embark on the 10 year Longitudinal study with Foundation North soon. We will select various children and their whānau and track their learning journey with Rise UP to evidence our theory of change.
--------------------------	--	--	--	--

4.1.4. Objective 4: SUCCESSFUL RISE UP STUDENTS

Goal(s)	Measure(s)	Previous Quarter 2	Current Quarter 3	Comments
At least 85% of students are achieving at or above the National Standards.	Baseline, Mid-Year, End of year assessment data.	MET	PROGRESSING TOWARDS	As mentioned above in 4.1.2
Student voice is heard and valued.	Students regularly participate in Curriculum evaluation, research groups. Student Council Quarterly report.	MET	MET	Auckland University PhD student continues to collect data from student focus groups regarding Student experiences at Rise UP Academy. Student voice continues to be strengthened as confidence across the school increases steadily.
Students feel safe in their learning environment.	Annual Well-being survey.	MET	MET	Preparing for the Well-being survey to be administered in Quarter four.

4.2 Student Achievement

4.2.1 Teaching, Learning and Student Achievement

Please provide commentary on the following questions

- *How is learning time maximised for students?*
- *What focus is placed on student achievement and how?*

Response:

Learning time is maximised for all students through the following:

- Planning is effective and caters for all student levels and abilities.
- Formative and summative assessment procedures have been set up to ensure we recognise the needs of our students and how to accelerate progress e.g. Teacher's observations, Standardised Tools, OTJ's.
- School Timetable is well devised and provides a balanced programme with Reading, Writing and Mathematics being taught 5 times a week whilst integrating Inquiry Topic.
- Teacher Aide programmes support individual students with moderate to high needs, guided by the teacher.

Student achievement is a primary focus by teachers to ensure students are meeting the expected national standards. Teachers plan according to student's needs and identify the importance of having a 'learning focussed relationship' that allows students to demonstrate effective ways to manage themselves and their learning so that they are achieving. Teachers work with students and parents using action plans to support and monitor target students who are below national standards identifying their strengths, needs for development and how they will achieve their goals.

4.2.2 Feedback to students and measuring progress

Please provide commentary on the following questions

- *How do you provide feedback to students on their learning and progress?*
- *How do you monitor and evidence student performance?*
- *How do you measure progress in achieving the learning goals?*

Response:

Teachers provide daily feedback and feed forward to students verbally and in written form on their learning and progress in all curriculum areas. Teachers also record written comments in student's books on goals and where to next in their learning.

Teachers are guided by assessment procedures and an assessment overview to assess student achievement and performance. This involves collecting, analysing and aggregating student data, book work, teacher's anecdotal notes, results from Standardised tests for both Juniors and Senior students and reporting to all staff on student performance.

Progress is measured according to the stages of where the student should be at according to national standards and curriculum levels. Staff identify students who are below as "target students" and work with these students and parents to provide and frequently monitor action plans to accelerate progress. Students who are tracking at or above the level are supported to maintain or extend their learning goals.

4.2.3 Purposeful teaching

Please provide commentary on the following questions

- *How efficient are teachers?*
- *How are lessons structured to ensure clarity of purpose?*
- *How have teachers adapted their teaching practices to suit individual learner needs?*

Response:

Our teachers are efficient in their knowledge and understanding of their student's levels which is reflected through clear and well-thought planning, effective teaching and learning as well as assessment.

All lessons identify the learning intentions and success criteria which are modelled by the teacher and clarified to all students. Students demonstrate an understanding of the purpose and content of what is being taught. Lessons involve Whole class and group teaching to cater for all levels and abilities.

Teachers have been able to adapt their classroom programme to cater for individual needs through grouping of students, providing resources that are learning focussed. Teachers have been able to refer to feedback from teacher observations and Staff professional development to ensure effective teaching practices are implemented and cater for all needs. Teachers have also had limited access to agencies to support individuals e.g. RTLB and Special Education Needs.

4.2.4 The school as a learning organisation

Please provide commentary on the following questions

- *What evidence is there of school-based staff development?*
- *What evidence is there that decision making is based on data-driven results?*
- *How is staff development focussed on student achievement?*
- *How do school resources support positive student achievement outcomes?*
- *What evidence is there of teachers and students finding innovative ways of learning?*

Response:

Teachers have been involved in whole school staff development with Evaluation Associates 'Assessment for Learning' and 'SAF' Student Achievement Focus. This is evident through the explicit teaching and observation feedback, including student conversation feedback. The staff have also been involved in Whānau Engagement through Whānau Fono's to support parents to recognise how to support their child's learning at home.

Teachers have also been able to reflect on their teaching practice and improve their teaching and assessment of students, through implementation of professional development learnings.

The data collected from student assessment is used as evidence to plan according to student's needs and learning goals. For example, the juniors who identify low stanines in their 6 year net observation or SEA will then focus on those specific areas.

Staff professional development has been planned from an understanding of the needs of our students. It is relevant and focussed on student achievement.

School resources have been purchased according to planning and targeting specific needs of our students. Resources are purchased using expert guidance to cater for specific individual needs, as well as cultural and gender responsiveness.

At the end of each term, both staff and students evaluate and reflect using the De Bono Thinking hats to identify positives, negatives and ideas for improvement. We also use the Rise UP SHARP Inquiry Model. It supports students to think critically, and to learn best practice methods to research and present their information.

4.3 Student Engagement

Partnership Schools are required to report to the Ministry regularly on aspects of student engagement. The Student Engagement performance standards are specific to your School and can be found in Section 2.2 of Schedule 6: Performance Management System of your Agreement.

UNJUSTIFIED ABSENCES

Definition: Unjustified Absences are full-day absences which are either unexplained, or the reason for the absence is not within the school's policy as a justifiable reason for the student to miss school.

4.3.1 Unjustified Absences			
Metric: Measured through attendance data provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0.01 multiplied by the number of Students multiplied by the number of days the School is open	BASELINE: $0.01 \times 69 \times 51 = 35.19$ ACTUAL: = 75 213% of the Performance Standard	BASELINE: $0.01 \times 86 \times 48 = 41.28$ ACTUAL: = 73 176% of the Performance Standard	*Taken from our eTAP Attendance, Absences and Truancy Report (calculated using the Ministry truancy codes). **using the formula to the far left Goal for 2016 to meet the Performance Standard and increase parent communications around unjustified absences.

STAND DOWNS

4.3.2 Stand downs			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0	0	0	

SUSPENSIONS

4.3.3 Suspensions			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0	0	0	

EXCLUSIONS

4.3.3 Exclusion (for students under the age of 16)			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2	Current Quarter 3	Comments
0	0	0	

4.4 Financial performance

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Financial Performance standards are specific to your School and can be found in Section 2.3 of Schedule 6: Performance Management System of your Agreement.

See Appendix 2a: Financial Performance and 2b: Financial Statements

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (%)	Current Quarter 3 (%)	Comments
2%-5%			

s 9(2)(b)(ii) OIA

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
2:1	2:1	3:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (ratio)	Current Quarter 3 (ratio)	Comments
0.5:1	0.36:1	0.20:1	

4.4.4 Operating Cash			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (\$)	Current Quarter 3 (\$)	Comments
Positive cashflow forecast = actual			s 9(2)(b)(ii) OIA

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 2 (#)	Current Quarter 3 (#)	Comments
100	69	86	

4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against several Performance Standards in relation to financial performance. The Targeting Priority Learners Performance standards are specific to your School and can be found in Section 2.4 of Schedule 6: Performance Management System of your Agreement.

4.5.1 Enrolment of priority learner groups

Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.

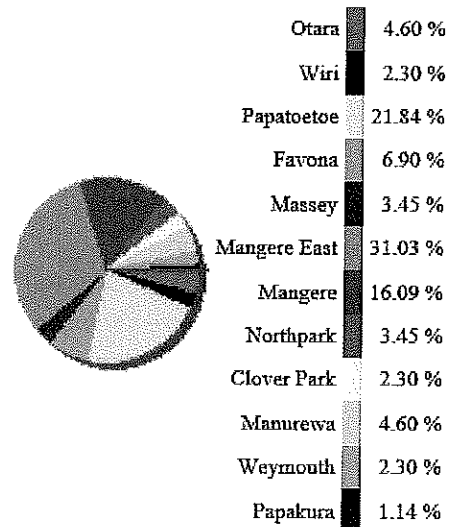
Performance Standard	Previous Quarter 2 Roll	Current Quarter 3 Roll	% of student roll that identifies with at least one of the priority learner groups
75%	69	86	100%
Comments (if any):			

4.5.2 Student Enrolments

Please provide in percentages the geographical locations where you are drawing your students from.

Response:

Otara	3 Males	1 Females	4	or 4.60%
Wiri	1 Males	1 Females	2	or 2.30%
Papatoetoe	10 Males	9 Females	19	or 21.84%
Favona	2 Males	4 Females	6	or 6.90%
Massey	0 Males	3 Females	3	or 3.45%
Mangere East	16 Males	11 Females	27	or 31.03%
Mangere	4 Males	10 Females	14	or 16.09%
Northpark	2 Males	1 Females	3	or 3.45%
Clover Park	2 Males	0 Females	2	or 2.30%
Manurewa	2 Males	2 Females	4	or 4.60%
Weymouth	1 Males	1 Females	2	or 2.30%
Papakura	0 Males	1 Females	1	or 1.14%



5. OPERATIONAL MANAGEMENT

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 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:

Our landlord commissioned a redirection and new sewer drainage installation during the Term 3 school holidays.

5.2.1 The parents, family, whānau, iwi & community engagement plan

Please provide some information on the implementation of your parents, family, whānau, iwi and community engagement plan. Please reference your response back to specific points in your approved policy. Consider the following guiding questions in your response:

- How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?
- How effectively does the school consult with parents, family, whānau, iwi and the community?
- How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?
- How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?
- How well does the school communicate key information to parents, family, whānau, iwi and the community?
- How effective does the school report to parents, family, whānau, iwi and the community?
- To what extent are parents, family, whānau, iwi and the community satisfied with the communication with, and information from the School?
- How well does the school engage with families of priority learner groups including Māori, Pasifika, students from low socio economic backgrounds and students with special education needs?

Response:

We have continued to build positive relationships with our Whānau. The PATH (Planning Alternative Tomorrows with Hope) individual planning sessions for our parents provide a tool to set learning and personal goals for families. This term the Whānau educator met with parents to debrief their short term goals. Parents were empowered to be transparent about the goals they had achieved. We also discussed other community support services which they may need to access to help them achieve their goals.

5.2.1 The parents, family, whānau, iwi & community engagement plan

This term we have implemented the Mutukaroa school partnership programme for our Year 1 & 2 children. During these learning conversations, parents have been able to discuss questions they have about their children's learning.

We have continued our professional development with the SAF Ministry team this term. We had two Whānau Fono (meetings) with a target group of parents of children who we have identified as needing extra support with their writing. Thirteen parents attended our first fono, which was co-facilitated with the SAF Ministry team. We asked our parents the following questions.

- What are we currently doing to support your child's learning at home?
- What information and support would you find helpful from the school?
- How could we work together?

We used the feedback we received from the parents to plan the second Whānau Fono. Nine parents participated in a practical workshop in which we discussed the National standards for writing and shared resources and strategies with parents.

The information we gather from our parents help us to ensure families are referred to appropriate services such as Child sponsorship, counselling services, before school care and afterschool care etc. We are continuing to build relationships with other stakeholders in the social and health sector in order to strengthen our wrap around services for our Whānau.

The feedback we receive from the parents through the evaluation of our PATH, Mutukaroa & Synergy programmes provide information on how to better support families to engage with their children's learning. It will also feed into the strategic planning of the Whānau programmes for 2016.

Teachers facilitated practical writing workshops with parents, covering the National standards for writing, and exemplars of writing. The teachers were also able to share resources and activities which would support parents with home learning.

We communicate all school events and Whānau programmes through our Facebook page, school newsletter, email and text messages. The parents are very pleased with our communications and have also given feedback on areas we need to improve on.

Our parents have found the Mutukaroa programme very valuable and informative. The parents have appreciated learning about their child's reading, writing and maths assessment data. The parents are also able to set appropriate learning goals to support their children's learning at home.

Through the SAF ministry team we were able to gather the parents' voices for our children who are achieving below the national standards and work in partnership to equip them with more tools to support their children's learning at home.

5.2.2 Community and educational partnerships

Please 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		
<i>Life Education Trust</i>	Cybersafety/Puberty info	Whole school -1 week
<i>Duffy-Books in Homes</i>	Reading mileage	1.5 hrs assembly
<i>Hart Sports</i>	Sports day co-ordination	1 day
COMMUNITY ORGANISATIONS AND GROUPS		
<i>Local Council</i>	1. After school Sports programme	Once a week -1 hour
<i>Performing Arts provider</i>	After school Arts Programme	Once a week-1 hour
<i>Local Pasifika community provider</i>	After school Culture and Heritage programme	Once a week-1 hour

5.3 Media

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

ORGANISATION/OUTLET	NATURE OF STORY	WEB-LINK (if available online) E.g. to a news website, Radio NZ, YouTube
<i>NZ Herald</i>		http://m.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11496798
<i>Westpac Red news</i>		http://www.westpac.co.nz/rednews/women/raising-leaders-one-child-at-a-time/

5.4 Official Complaints received by the Sponsor

Describe any official complaints (written) received by the Sponsor in the table below.

COMPLAINANT e.g. family, parent, community group	NATURE OF COMPLAINT	RESOLUTION
No complaints received		

5.5 Challenges received under the Independent Review Framework (IRF)

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.

- *Please refer to Schedule 8: Independent Review Process Framework (IRP) of your Agreement.*
-

COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION
No Challenges received		

5.6 Policies for ensuring a safe physical and emotional environment for Students

Please provide copies of any health and safety policies submitted under clause 7.5 of the Agreement (and approved by the Minister of Education) that have been amended in the last quarter.

Response:

No amendments this term.

6. RISKS AND ISSUES

Please complete the Appendix for this section. Please summarise any risks and issues in the box(es) below. If no risks or issues have been identified, please note this below. You do not need to provide an Appendix if no risks or issues have been identified.

See Appendix 3: Risks and Issues Register

6.1 Risks

Please provide a summary of any risks identified that may affect the operation of the school.

- A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.
- The probability of a risk may range between 0 and 100%, but it can't be either 0 or 100%. Risks are usually written in the future tense.
- 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. The challenge to extend the current property space presents real concern. The board have decided to defer the introduction of the final new entrant class to 2016 due to ground-works and limited space. The Health and Safety of students and their well-being has been prioritised in this decision.

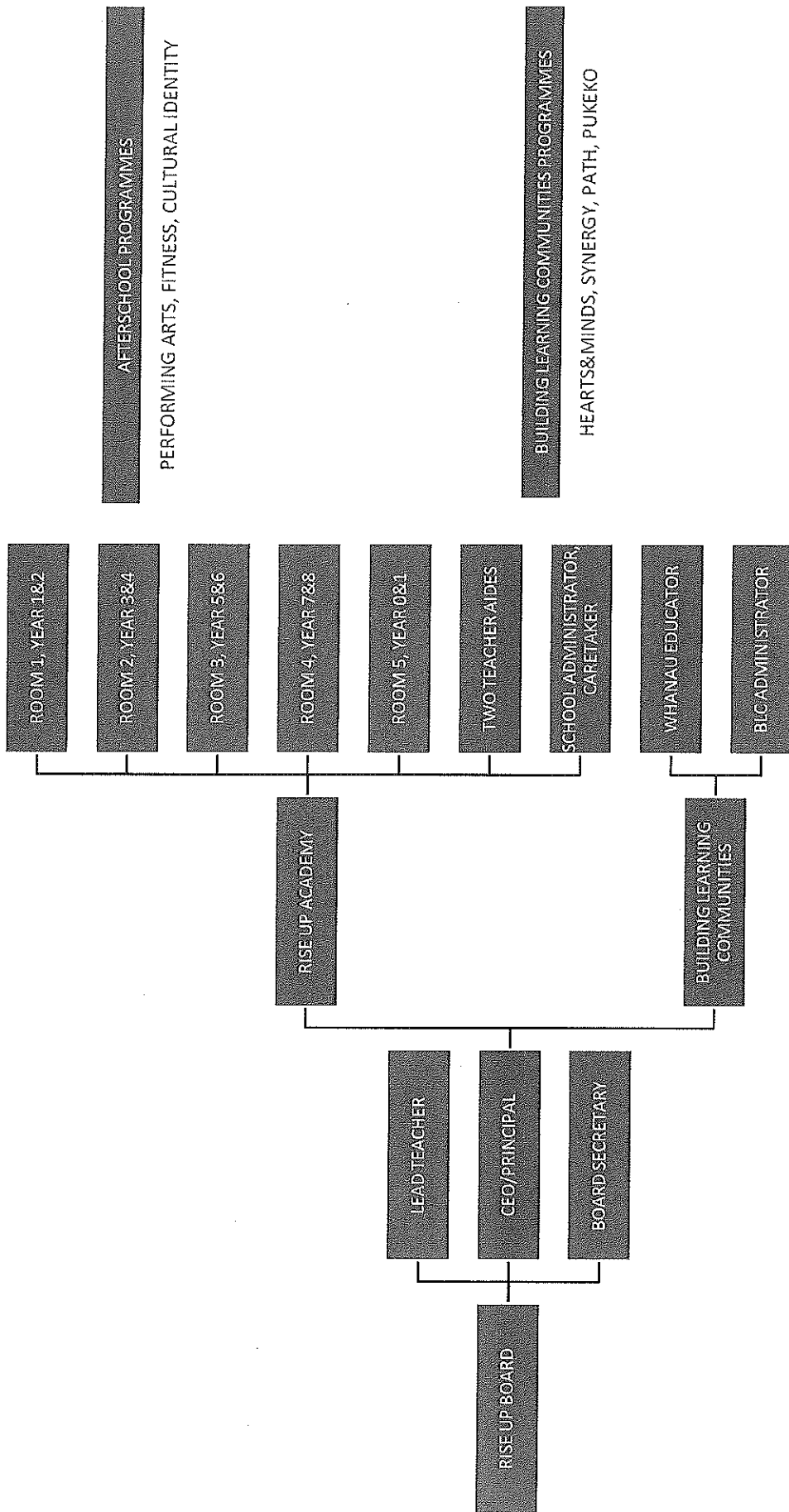
6.2 Issues

Please provide a summary of any issues identified that are currently affecting the operation of the school.

- An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.
- There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%.
- Issues are usually written in the present or past tense

Response:

Funding model for year levels 1-8 is not sustainable due to small size.



6.1 Risk Register

A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives.

Assess Risk			Evaluate Risk			Monitor Risk			Support from the Ministry			
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Risk Status	Controls (Things already in place within the organisation)	Mitigation (Actions required)	Risk Rating	Risk Level	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the risk. Please be specific.
001	30/09/2015	CAPACITY	The challenge to extend the current property space to accommodate maximum roll.	Sponsor	OPEN	The board have decided to defer the introduction of the final new entrant class to 2016 due to ground-works and limited space. The Health and Safety of students and their well-being has been prioritised in this decision.	Board will continue to investigate options.	Almost certain	Major		30/11/2015	
002												
003												
004												
005												
006												

6.2 Issues Register

An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.

Identifying the Issue			Analysing the Issue			Evaluating the Issue			Support from the Ministry		
Issue No.	Date Raised	Issue Type	Issue Description	Issue Owner	Issue Status	Issue Rating	Activity History and Resolution (incl. closure date)	Comments and Updates	Date of Review	Please detail any support you require from the Ministry to manage the issue. Please be specific.	
001	November 2013	Capability and Capacity	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. Funding model for year levels 1-8 is not sustainable due to small size.	Sponsor	Open	Very high	Growing roll now year 1-3	We are developing property and curriculum plans to support our application to offer year levels 9 and 10 at a later date.	31/03/2016	Support from the Ministry in preparing our application for a change of class (Year 1-10)	
002											
003											
004											
005											
006											

The Rise UP Academy Financial Performance Quarterly Reporting

Quarter 3 - 1 July to 30 September 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	275,059	275,548	332,634		883,241
Total Expenditure for Quarter					
Operating Surplus					
Operating Surplus Ratio					
s 9(2)(b)(ii) OIA					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	3	2	3		
Total Liabilities					
Total Equity					
Debt Equity Ratio	0.26	0.36	0.20		
s 9(2)(b)(ii) OIA					
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	70	69	86		
Financial Statements Attached	YES	YES	YES		

Certification

I certify that The Rise UP Academy is solvent and will remain solvent.

Signed _____

Name:

Date: