

RISE UP ACADEMY

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT –1st QUARTER

For the period 1 January – 31 March 2015

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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
Last quarter Enrolment Count	70
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:

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

Response:

See Appendix 1: Organisational Chart

Our organisational structure has not changed since last year. We now have an additional teacher for our year 6-8 classroom.

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

Consider the following:

- *An evaluation of your overall performance for the last quarter.*
- *Outlining any organisational changes which have had a significant impact on the school.*
- *Outlining the successes the Sponsor has had. This could relate to targets in the Performance Management Framework or other milestones regarding property, whānau engagement etc.*
- *Outlining any of the Minimum Requirements which the Sponsor has not met or is not meeting.*
- *Outlining parts of the Performance Management Framework in which the Sponsor has been successful in meeting or exceeding.*
- *Any significant risks or issues.*

Response:

The first quarter of 2015 has seen an increase in our roll to seventy students including a total of ten Year seven and eight students. The new students have settled really well into the school and are learning about the unique culture of the Rise UP Academy. We have recruited a phenomenal new classroom teacher to work with our Year six to eight students.

Baseline assessments have identified student learning needs and school wide targets. Ongoing Professional Development of teachers and Whānau engagement programmes have been streamlined to prioritise target learners.

The Education Review Office report highlights our good progress in the establishment phase last year. Areas to consider further include property upgrades. Our students designed and completed their new playground and continue to work towards completing their edible play garden.

Our 2015 annual plan provides strategic direction for staff and community. We continue to monitor the growth and report on our second year of operation. Our evaluation framework (the Rise UP Performance Story) details the various measures and milestones in place to give stakeholders assurance of school and programme effectiveness.

School policies and procedures continue to be routinely reviewed by staff and board of trustees.

Finance and Sustainability plans ensure adequate resources for whānau engagement strategy. Parents have taken up opportunities to participate in our Hearts and Minds parenting programme, PATH planning, Meet the Teacher night and various volunteering roles.

Our Stakeholder network now includes the Mangere East RTL cluster. After 12 months, we can finally source additional support for our medium to high need learners.

Term one has been a time to consolidate long term plans and develop our organisations systems to cater for the growth in students and whānau this year.

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;	✓		

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(r)	<i>the Sponsor reports to the public in accordance with clause 18.4 of this Agreement;</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>
Nil			

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>30th April 2015</i>
<i>Sita Selupe (CEO/Principal)</i>	<i>Signature (electronic)</i>	<i>Date</i>

4. PERFORMANCE MANAGEMENT FRAMEWORK

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. Please comment on:

- The goal(s) of each Objective.
- The measures used to assess achievement of each goal of the Objective.
- If the measures were met in the PREVIOUS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
- If the measures were met in THIS quarter using either: MET, PROGRESSING TOWARDS or NOT MET.
- Please provide comment(s) on your performance this quarter and the focus, if any, for the next quarter.

The Objectives of your Agreement are not the Performance Standards set out in Section 2 of Schedule 6 (Student Achievement, Financial Performance and Targeting Priority Learners). Please detail your progress on the Performance Standards in sections 4.2-4.5 of this template below.

Note, where there is some overlap between your Objectives and the Performance Standards please complete the relevant Performance Standard section below. There is no need to repeat information in the Objectives section; instead please direct the reader to the appropriate section.

4.1.1 Objective 1: EFFECTIVE GOVERNANCE

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
To lead the development of the school and ensure 85% of students are achieving	Student achievement data reflects contract performance standards.	Met	Progressing	Baseline assessments identify learning targets.
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	Met	Met	Developed a good network of funders to sustain current programmes.
To extend property and cater for maximum roll.	Develop a five year property plan and implement	N/A	Progressing	Working with community to partner in upgrading our current school facilities.

4.1.2 Objective 2: EXCELLENT TEACHERS

Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
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	As mentioned above. Baseline assessments identify Target students. Individual Education plans support and accelerate learning.
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 are routinely reviewing policies as per our term self-review schedules.
Teachers undertake opportunities for Professional Development to improve teaching practise.	Implement and report on Action plans from Teachers' professional development.	Met	Met	Professional Development plans are in place to support individual teacher and whole school needs. Focusing on Assessment for learning and working with MOE Student Achievement Function team.

4.1.3 Objective 3: FULLY ENGAGED WHĀNAU				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
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.	Met	Progressing	92% this quarter. Working with parents this term to improve attendance.
To contribute to the Strategic direction of our school.	Quarterly Community Engagement report. Participation and contribution at various fono held.	Met	Met	Two parents provide representation at our MOE SAF Change Meetings.

4.1.4. Objective 4: SUCCESSFUL RISE UP STUDENTS				
Goal(s)	Measure(s)	Previous Quarter	This Quarter	Comments
At least 85% of students are achieving at or above the National Standards. Student voice is heard and valued.	Baseline, Mid-Year, End of year assessment data. Students regularly participate in Curriculum evaluation, research groups. Student Council Quarterly report. Annual Well –being survey.	Met	Met	As mentioned above.
Students feel safe in their learning environment.		Met	Met	Our Research with student focus groups are completed. Outcomes will be included in annual report.
		Met	Met	Areas we are focusing on in 2015 are student relationships and promoting pro-social behaviour.

4.2 Student Achievement

4.1.1 Baseline assessments

Has the school undertaken baseline assessments of students?

Response:

Yes

4.1.2 Assessment Tools & Baseline Assessments

Please list the assessment tools used to undertake baseline assessments.

Response:

Assessment tools Years 1-3:

Writing- E-Astle

Reading- PM, Running records

Maths- Jam, Gloss

Assessment tools Years 4-8:

Writing-E-Astle

Reading-PAT, Probe, PM

Maths-Gloss, Ikan

4.1.3 Baseline assessment results

Please provide the baseline assessment data of your students for each year of schooling (or level of NCEA).

Response in three tables below:

Rise UP Maths-Baseline assessments

Year Level:	Performance Standard 2015	Well Below	Below	At	Above	Percentage At/Above
1	70.0%	s 9(2)(a) OIA				
2	82.0%					
3	83.0%					
4	83.0%					
5	79.0%					
6	82.0%					
7	52.1%					
8	50.8%					
Totals:		10	17	31	12	43/70
Percentages		14.29%	24.28%	44.89%	17.14%	60%

Rise UP Writing-Baseline assessments

Year Level:	Performance Standard 2015	Well Below	Below	At	Above	Percentage At/Above
1	78.0%	s 9(2)(a) OIA				
2	77.0%					
3	73.0%					
4	74.0%					
5	68.0%					
6	71.0%					
7	50.7%					
8	51.9%					
Totals:		6	13	41	10	51/70
Percentages		8.57%	18.57%	58.57%	14.29%	72.86%

Rise UP Reading –Baseline Assessments

Year Level:	Performance Standard 2015	Well Below	Below	At	Above	Percentage At/Above
1	70.0%	s 9(2)(a) OIA				
2	82.0%					
3	83.0%					
4	83.0%					
5	79.0%					
6	82.0%					
7	60.1%					
8	61.6%					
Totals:		2	10	26	32	56/70
Percentages		2.85%	14.29%	37.14%	45.72%	82.86%

4.1.4 Baseline assessments

Provide a commentary resulting from the analysis of your baseline assessments that demonstrates how you this will inform your practice for 2015?

Response:

The 2015 baseline assessments identify the target areas and students for 2015. Teachers continue to work with the Ministry Student Achievement Function team on a school-wide targeted approach to accelerating learning and improving student achievement. Each classroom has a list of target students whom teachers and staff will work closely with to monitor individual education plans.

New students have presented with significant learning challenges. We have now established a relationship with the local RTLB cluster and will work together to provide additional support for teachers and whānau to cater for our moderate to high need learners.

We will apply for ESOL funding to cater for those students eligible and employ the necessary teacher aide support.

Parents have been informed about all students' baseline assessments. Three-way conferences with parent, teacher and students are due early Term two to continue our home-school partnership.

Maths

With 60% of students at and above the National Standards, this is the area of greatest need. Staff capability in Numeracy is currently strong and we will continue with the Accelerating Learning in Maths (ALIM) project across the year levels.

Writing

With 72% of students at and above the National Standards this is our second greatest area of need. Teachers Professional Learning and Development plans have been focusing on Writing since 2014 alongside an external Provider to improve Assessment practise particularly Writing Pedagogy over the next two years.

Reading

With 82% of students at and above the National Standards we aim to maintain this and cater for those learners who require further Reading support.

The Baseline assessments provide the basis of our Target students and Curriculum focus in 2015. With the increase in ESOL students and learners with moderate to high needs, we will continue the implementation of current strategies:

1. Integrated Inquiry Learning Model.
2. Teaching as Inquiry reflective practice.
3. Professional Learning and Development for Teachers-Assessment for Learning.
4. MOE SAF Change team plans.
5. Whānau engagement plans.
6. Working relationship with Cluster nine RTLB support.

Students, Parents and Teachers are well aware of the learning targets for 2015. We will continue to monitor and report on student progress and focus on the Evaluative capability of our school to strengthen our systems.

4.3. Student Engagement

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 Qtr Figure	Current Qtr Figure	Comments
28.70 for Q1 0.01x70 (#of students) x41 (# of term days open)	41.47 01.10.2014 – 31.12.2014	24.33 01.01.2015 – 31.03.2015	

STAND DOWNS

Definition: Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

4.3.2 Stand downs

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0	0	0	No Stand Downs.

SUSPENSIONS

Definition: Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of a Partnership Kura is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to lift the suspension without conditions, lift the suspension with reasonable conditions, extend the suspension with reasonable conditions for a reasonable period or exclude or expel the student.

4.3.3 Suspensions

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0	0	0	No Suspensions.

EXCLUSIONS

Definition of EXCLUSION: Exclusion means the formal removal of a student aged under the age of 16 from the school and the requirement that the student enrol elsewhere.

4.3.3 Exclusion (for students under the age of 16)

Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
0	0	0	No Exclusions.

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 Appendix 2b: Income Statement and Balance

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	2014 Figure (%)	Current Qtr Figure (%)	Comments
2%-5%	6%	██████	s 9(2)(b)(ii) OIA

4.4.2 Working Capital ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	2014 Figure (ratio)	Current Qtr Figure (ratio)	Comments
2:1	1.7:1	3:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	2014 Figure (ratio)	Current Qtr Figure (ratio)	Comments
0.5:1	0.31:1	0.26:1	

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

4.4.5 Enrolment Variance			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Qtr Figure (#)	Current Qtr Figure (#)	Comments
100 (by end of 2015)	49	70	

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.

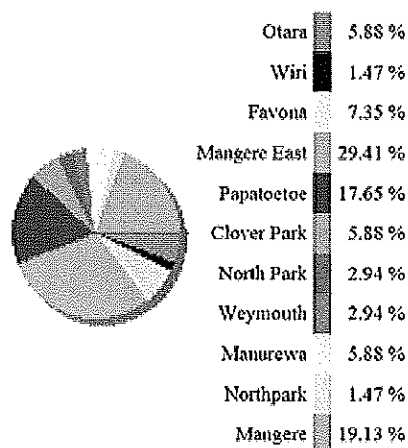
Performance Standard	Previous Qtr Roll (#)	Current Qtr Roll (#)	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	49	70	100%
Comments (if any)			

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 5.88%
Wiri	1 Males	0 Females	1	OR 1.47%
Favona	2 Males	3 Females	5	OR 7.35%
Mangere East	12 Males	8 Females	20	OR 29.41%
Papatoetoe	6 Males	6 Females	12	OR 17.65%
Clover Park	0 Males	4 Females	4	OR 5.88%
North Park	1 Males	1 Females	2	OR 2.94%
Weymouth	1 Males	1 Females	2	OR 2.94%
Manurewa	2 Males	2 Females	4	OR 5.88%
Northpark	1 Males	0 Females	1	OR 1.47%
Mangere	5 Males	8 Females	13	OR 19.13%



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:

1. Two water fountains installed.

On the radar over the next 6 months:

2. School intercom
3. Portable Portacom
4. Hazard Management – to identify and implement plans to ensure any concerns raised are monitored and managed well
5. Plans to create spaces for two new classes

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 strong relationships with our parents and especially with Whānau who are new to Rise UP Academy. We had 14 whānau represented (26 participants) in our Hearts and

Minds programme. Together we explored learning styles, love languages, personalities, six thinking hats, Inquiry Learning, culture and education. During the workshops, parents were empowered to raise issues and ask questions related to the topics. Through the workshops, Rise UP is able to build positive relationships with our Whānau so that they are able to approach us to discuss needs as they arise. Also, Whānau build support networks with the other participants, which helps them continue to participate in their child's educational experience at Rise UP Academy.

Our new whānau are already involving themselves in school activities and events and also signing up for the volunteer tasks. We had a Sustainability Fashion Show at school, and sports days, and our parents have participated or volunteered to help the teachers.

Our existing whānau participated in Rise UP Trust's PATH planning session. PATH (Planning Alternative Tomorrows with Hope) is a one on one workshop with Rise UP Trust Whānau educators. During the PATH session, our parents feel safe to be very transparent and discuss whānau needs. The PATH plan is a vital tool in helping parents to problem solve a way to achieve the long term goals they create for their children's learning and development.

In early February, we had 46 parents, (representing 38 whānau) attend our Meet the Teacher evening. At the meeting we celebrated the milestones we had achieved together last year. We communicated our learning targets for the year with the parents. Our parents were also able meet their child's teacher and discuss any matters, or ask questions in regards to their child's learning and development.

We also have continued our professional development with the Student Achievement Function Ministry team. Our Change Team, developed to help raise student achievement, includes two parents. They give valuable feedback from their perspective as parents.

The Whānau Educators' role is to communicate the needs and issues that arise from the parents through the PATH sessions and also through the Hearts and Minds workshop to the Principal during weekly meetings. Appropriate information is then discussed at staff meetings.

As reflective practitioners, we are using the information we have gathered to improve our Rise UP Trust Building Learning Communities programmes. We are also using the information to think of ways to engage with our new Whānau who have not yet participated in the Hearts and Minds programme because of work commitments.

The information gathered through our PATH and Hearts & Minds programmes helps to generate discussions around the tools which parents can use to help support children's learning at home.

At our staff meetings we discuss information gathered from Whānau, Iwi and the community.

The information we have gathered from our Whānau, Iwi and the community is being used to inform the planning the topics we will cover in our Whānau Fono in Term Two. We are building our parent's capabilities by supporting them to lead part of the discussion during our Whānau Fono.

We have continued to communicate key information to parents, family, Whānau, Iwi and the community through our weekly newsletters and Te RUA group (private) Facebook page. Our parents report they are well informed of all school events, trips, meetings, afterschool programme activities & time schedules.

During our 'Meet the Teacher evening we were able to also share key information to parents, family, Whānau, Iwi and the community.

We have been given an opportunity to carry out a research project on the school. We were able to communicate to our Whānau the purpose of the research and invited all parents to participate who had their children enrol last year at Rise UP Academy. Twenty-two parents participated in our focus groups conducted during Term 1. We were able to communicate this information during Whānau Fono last year and with follow up emails, Facebook messages and phone texts to families.

We have continued to ensure we report to our parents, family, Whānau, Iwi and the community effectively through our newsletters and Facebook page. Our new Whānau have also become familiar with the procedures and processes within the school through support from existing parents and staff. They are familiar with the how they can be in contact with Te RUA in relation to learning and development questions, concerns, absences etc.

Our parents report they are very satisfied with the communication with and information from the School. They were able to help shape school communication processes in 2014, and they provide ad hoc feedback during their involvement in the school activities and participation in Rise UP Trust programmes.

We will invite feedback in our 3-way conference in Term 2 so we can continue to improve our communication with all our Whānau.

100% of the students at The Rise UP Academy are priority learners. The Whānau Educators' role is to engage with our Whānau during the Rise UP Trust Building Learning Communities programmes (Hearts and Minds and PATH in Term 1). We prioritised our Whānau whose children have special education needs in our PATH plan sessions. As well as support from teaching staff, Whānau Educators follow up during the term. The Whānau Educator also informs the teachers that parents may also visit the classroom teacher to discuss their children's learning needs.

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.

<i>Partnering Organisation</i>	<i>Description of the Partnership</i>	<i>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</i>
EDUCATIONAL ORGANISATIONS		
Duffy-Books in Homes	Reading mileage	1.5 hrs assembly
Hart Sports	Sports day co-ordination	1 day
COMMUNITY ORGANISATIONS AND GROUPS		
Local Council	1.After school Sports programme 2.Sustainability – Curriculum integration	Once a week -1 hour
Performing Arts provider	After school Arts Programme	Once a week-1 hour
Local Maori community provider	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 <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	NATURE OF STORY	WEB-LINK (if available online) <i>E.g. to a news website, Radio NZ, YouTube.</i>
Nil		

5.4 Official Complaints received by the Sponsor

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

COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF COMPLAINT	RESOLUTION
Family	Conflict of interest	Board reviewed relevant policy. Complaint resolved.
Parent	Student Cybersafety	Under review.

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.

COMPLAINANT <i>e.g. family, parent, community group</i>	NATURE OF CHALLENGE UNDER IRP	RESOLUTION

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 to current policies:

- Health, Safety, and Welfare Policy
- Supporting Policies and Procedures:
- The Health and Safety in Employment Act
- The Health and Safety Committee
- Accidents and Illness
- Accidents and Illness
- Alcohol/Drugs and Other Harmful Substances
- Animal Ethics

- Cybersafety
- Emergency Planning and Procedures
- Harassment
- Hazard Management
- Pandemic Management
- Plant and Machinery Safety
- Separated Parents, Day to Day Care, and Guardianship
- Smokefree Schools
- Student Safety and Welfare
- Visitors

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.

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.

Appendix 1 Organisational Chart

RISE UP

RISE UP BOARD



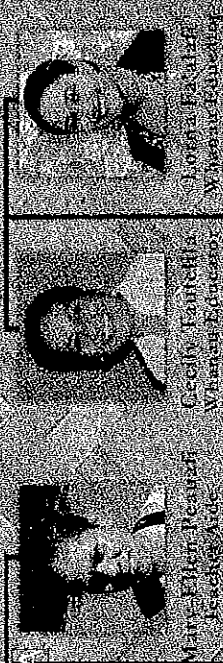
RISE UP MANAGEMENT TEAM



RISE UP ACADEMY



RISE UP PROGRAMMES



Musical Theatre & Dance

Sports, Arts & Fitness

Parents' Program

Family Program

Patricia Boudreau Daugherty
Mary Ellen Pearson
Kathleen Schuster

The Rise UP Academy

Financial Performance Quarterly Reporting

Quarter 1 - 1 January to 31 March 2015

	2015 Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	275,059				
Total Expenditure for Quarter					
Operating Surplus					
		s 9(2)(b)(ii) OIA			
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	3				
Total Liabilities		s 9(2)(b)(ii) OIA			
Total Equity					
Debt Equity Ratio	0.26				
Operating Cash per Forecast		s 9(2)(a) OIA			
Operating Cash at End of Quarter					
Enrolment at end of Quarter	70				
Financial Statements Attached	YES				

Certification

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

Signed _____

Name:

Date:

Three following pages deleted under
section 9(2)(b)(ii) OIA

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												
	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	Capacity 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.	Sponsor	Open	Very high	Growing roll now year 1-8	We are developing property and curriculum plans to support our application to offer year levels 9 and 10 from 2016.	30/07/2015	Support from the Ministry in preparing our application for a change of class (Year 1-10)	
002											
003											
004											
005											
006											

