



The Rise UP Academy

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT – 2nd QUARTER

For the period 1 April – 30 June 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
Quarter 2 Enrolment Count	69
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: See Appendix 1 – Organisational Chart TRUA Q2

There have been no structural changes as such. We have recruited an additional Trustee to our Board and recruited two new teachers.

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

Effective Governance

The Rise UP Trust continue to provide quality education for students from Year 1-8. The board continue to monitor school performance through the annual Self Review Performance Story framework.

As we increase our student enrolments in preparation for term three, the need for another parent representative arises. The board appointed another trustee in May.

The 2015 annual general meeting was also held in May where we shared our annual report with stakeholders.

Property plans to cater for maximum roll and possible Middle school years are a work in progress.

Funding applications for Whanau Programmes to support student learning are still pending.

Excellent Teaching and Learning

The teaching staff have all worked diligently to assess student achievement against the National Standards for mid-year reporting to parents. There have been significant positive shifts for most students from baseline data collected in February this year.

Teachers and support staff continue to work with external Professional Learning and Development Providers to accelerate learning for target students in Writing.

Students continue to demonstrate high levels of motivation and engagement as teachers develop authentic contexts for learning with Inquiry projects.

Student focus groups held as part of our Research projects reflect a safe learning environment here at Rise UP Academy.

Local Resource Teachers of Learning and Behaviour cluster have been very supportive of our students who have been referred now.

We have a need to apply for English Speakers of other Languages (ESOL) funding in the next quarter as new students present new learning needs.

Fully Engaged Whanau

Rise UP Whanau continue to demonstrate high engagement levels with their children's learning.

A range of whanau fono held during this term to support strategic direction of our school regarding Middle school provision, Health Curriculum and National Standards achievement data.

We have received no complaints this term. Our Research project also demonstrates high levels of whanau satisfaction with the quality of education received.

Whanau continue to volunteer for school wide activities and leading the Samoan Language week where students had a host of celebrities to question about career pathways.

3. THE MINIMUM REQUIREMENTS OF THE AGREEMENT

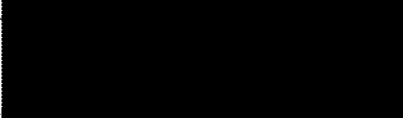
Sections 16.1 to 16.3 of the Agreement set out the Minimum Requirements which the Sponsor must comply with. Please confirm the following Minimum Requirements have been met over the last quarter.

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				
Clause	Requirement	Met ✓	Not Met ✓	N/A ✓
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			
Clause	Requirement	Reason	Remedy

3.3 Sponsors Declaration		
I can confirm that, to the best of my knowledge, the information provided is true and correct in every particular.		
Sita Selupe		29.07.15
Sita Selupe (Chief Executive)	Signature (electronic)	Date

s 9(2)(a) OIA

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, Student Engagement, 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 1	Current Quarter 2	Comments
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	Board of Trustees recruited another parent representative onto the board taking us to three parent trustees of seven. Board continue to oversee the student achievement against the National Standards.
To ensure policy compliance relevant to statutes and legislation.	Policy review schedule signed off	MET	MET	Board of Trustees signed off Self Review schedule for last quarter.
To maintain a mixed portfolio of income streams.	Secured funding for Whānau engagement programmes	MET	PROGRESSING TOWARDS	External funding is still being sought to resource the Whānau engagement programmes.
To extend property and cater for maximum roll.	Develop a five year property plan and implement	PROGRESSING TOWARDS	PROGRESSING TOWARDS	Still developing property plans.

4.1.2 Objective 2: EXCELLENT TEACHERS				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	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	Mid-year student achievement data has been collected. Teachers are working towards 2015 Performance standards now with the support of local RTLB. We have a significant number of referrals of students with medium to high learning and behaviour needs.
Teacher's 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 have established a warm safe learning environment for learners. The implementation of our vision and policies have ensured any Health & Safety risks or issues are managed appropriately.

4.1.2 Objective 2: EXCELLENT TEACHERS				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
Teachers undertake opportunities for Professional Development to improve teaching practise.	Implement and report on Action plans from Teachers professional development.	MET	MET	Teachers have been working with external Professional Learning and development providers to focus on school priorities in Literacy and Assessment. Action plans have been developed in consultation with our whanau community and staff working collaboratively. A number of various strategies and interventions have been developed to support our 2015 target students. This is impacting on learning nicely.

4.1.3 Objective 3: FULLY ENGAGED WHĀNAU				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
To empower parents to actively engage in their children's learning.	Participation in Parent programmes and attendance at Parent interviews/fono.	MET	MET	A range of whanau fono were facilitated throughout the last quarter. We continue to maintain high engagement levels with 91% attendance at parent interviews and strong participation at various fono held.
To ensure student attendance is 95% or greater.	Monthly and Quarterly ENROL reports.	PROGRESSING TOWARDS	PROGRESSING TOWARDS	90% attendance achieved.
To contribute to the Strategic direction of our school.	Quarterly Community Engagement report. Participation and contribution at various fono held.	MET	MET	Last quarter we consulted with our whanau community around the Health Curriculum, Middle school Curriculum and Literacy. Whanau led the Samoan Language week where the students had wonderful Learning experiences with Role models who shared about Career Pathways and Leadership.

4.1.4. Objective 4: SUCCESSFUL RISE UP STUDENTS				
Goal(s)	Measure(s)	Previous Quarter 1	Current Quarter 2	Comments
At least 85% of students are achieving at or above the National Standards.	Baseline, Mid-Year, End of year assessment data.	MET	MET	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. Annual Well –being survey.	MET	MET	Student voice is strong at Rise UP.
Students feel safe in their learning environment.		MET	MET	Student focus groups and council meetings reflect a good transition for new children to Rise UP.

4.2 Student Achievement

See Appendix 2: Student Achievement Results

Please complete the Student Achievement template fully to record your Schools' qualitative student achievement results.

4.1.1 Academic Successes

Please comment on the successes the School has had since the beginning of the year.

Reading

The Mid-term progress data according to OTJ's shows an improvement in Reading for our Year 2 students from 33% in Term 1 to now 100% achieving at/above in Term 2. In addition, our Year 5 students moved from 93% in Term 1 to 100% achieving at/above in Term 2.

Writing

The Mid-term progress data according to OTJ's shows an improvement in Writing for our Year 2's at 100%, our Year 4's from 77% to 90% and Year 6's from 44% to now 62% students achieving at/above in Term 2.

Maths

In Maths our Year 2, 3, 5 and 7 students have also made good progress and are tracking at/above the national standards.

4.1.2 Areas of particular strength

Please comment on the area(s) of particular strength which are delivering outcomes greater than intended.

The Maths results for mid-term shows there is particular strength with our Year 2, 3, 5 and 7 students who are tracking at/above the national standards.

Reading is also a strength for Years 2, 4, 5 and 7 students for mid-year student achievement.

4.1.3 Areas where opportunities exist for development

Please comment on areas where self or external identified opportunities exist for development.

Our Year 8 (four) students need to improve on their reading, writing and maths according to our OTJ for mid-year.

4.1.4 Plans (if any) to address areas of improvement

If 4.1.3 is applicable, please detail any plans to address areas of improvement.

The teachers will be addressing areas of improvement particularly at the Year 1 and Year 8 students for all curriculum areas (Reading, Writing and Maths). We will be using our Teaching as Inquiry and our Professional Development with both the S.A.F and team and Evaluation Associates to focus on effect size and the implications.

We are also receiving support from RTLB and for our ESOL students through teacher aide 1-1 support and adaptation of classroom programmes.

We are currently working with parent engagement on the Mutukaroa Programme for our Years 1 and 2 students to track where they are according to entry on school and 6 year net Observation Survey.

4.1.5 Changes and enhancements to contracted curriculum and/or learning areas

Please comment on any changes or enhancements to your contracted curriculum framework and/or learning areas.

We continue to refer to the NZ Curriculum Document and also the LLP for Writing and Reading demands to support our curriculum framework in literacy. We also continue to integrate our Inquiry Learning SHARP Model into the Curriculum Areas.

4.1.6 Context to Student Achievement Data

Please provide context to the Student Achievement data (Appendix) on your progress towards the student achievement metrics set out in the Agreement (Schedule 2, Annex A). Please comment on:

- *Proportional movement from baseline by year level.*
 - *Details around how this information is developed – teacher judgement, assessment tools (detailing the tools used), etc.*
 - *The use of external educational providers.*
 - *The use of external moderation etc.*
-
- Proportional movement from baseline by year level. – Refer to appendix
 - Our teachers were able assess, observe and collect data through assessment tools (6 year nets, PAT tests and Easstle writing) to support overall teacher judgement.
 - Our staff have continued to receive professional development in the school-wide curriculum goal and focus of Written Language. We are working with 'Assessment for Learning' from Evaluation Associates and SAF student achievement function through the MOE.
 - We are in the process of working and planning for external moderation with all staff.

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 1	Current Quarter 2	Comments
35.19 (a)	24.33	1.55% (b)	In-house processes have improved when monitoring student absences. Hence the big drop in Quarter 2 unjustified absences.

NB:

- (a) Calculated by taking our performance standard 0.01 - as per screen dump from our Kura Hourua Agreement x number of students 69 - as at end of term x 51 - days open during term 2 = 35.19
- (b) Taken from our eTAP Attendance, Absences and Truancy Report see screen dump further below - Term 2 (April 20-July 03)

STAND DOWNS

4.3.2 Stand downs			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1	Current Quarter 2	Comments
0	0	0	

SUSPENSIONS

4.3.3 Suspensions			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1	Current Quarter 2	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 1	Current Quarter 2	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 3a: Financial Performance and Appendix 3b: Financial Statements

4.4.1 Operating Surplus			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (%)	Current Quarter 2 (%)	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 1 (ratio)	Current Quarter 2 (ratio)	Comments
2:1	3:1	2:1	

4.4.3 Debt Equity Ratio			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (ratio)	Current Quarter 2 (ratio)	Comments
0.5:1	0.26:1	0.36:1	

4.4.4 Operating Cash			
Metric: Measured through information provided to the Ministry.			
Performance Standard	Previous Quarter 1 (\$)	Current Quarter 2 (\$)	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 1 (#)	Current Quarter 2 (#)	Comments
100	70	69	84 students at start of term 3

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.

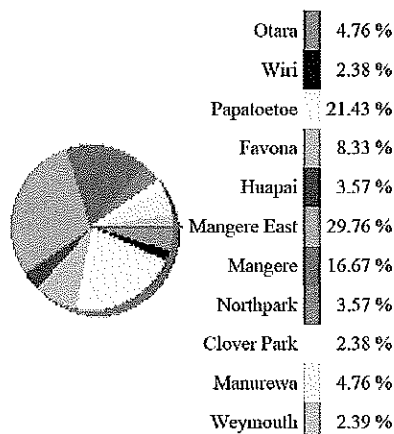
Performance Standard	Previous Quarter 1 Roll	Current Quarter 2 Roll	% of student roll that identifies with <u>at least one</u> of the priority learner groups
75%	70	69	100%
Comments (if any): Student left Rise UP.			

4.5.2 Student Enrolments

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

as @ 28.07.2015

Otara	3 Males	1 Females	4	or 4.76%
Wiri	1 Males	1 Females	2	or 2.38%
Papatoetoe	10 Males	8 Females	18	or 21.43%
Favona	3 Males	4 Females	7	or 8.33%
Huapai	0 Males	3 Females	3	or 3.57%
Mangere East	15 Males	10 Females	25	or 29.76%
Mangere	4 Males	10 Females	14	or 16.67%
Northpark	2 Males	1 Females	3	or 3.57%
Clover Park	2 Males	0 Females	2	or 2.38%
Manurewa	2 Males	2 Females	4	or 4.76%
Weymouth	1 Males	1 Females	2	or 2.39%



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:

- A portacom has been sourced and is now onsite to accommodate the much needed meeting space and also function as a “staff hot desk” user area.
- Room 1 has been relocated to the school chapel to accommodate our new entrant class (Room 5). Plans to transform a 2nd quarter half of the chapel for a 2nd new entrant class (Room 6) is also on the radar for term 4.
- A School Sports shed has been added and positioned onsite.

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:

- ***How well does the school gather information about the needs of the parents, family, whānau, iwi and the community?***

In Term 2 we had a 3 way conference and we asked our parents to complete a feedback survey. We asked our parents to give feedback on the following areas - Teaching & Learning, Whanau Engagement, Afterschool programme, communication and administration.

Some of our Whanau participated in our PATH plan sessions where we discussed long term goals for their child's learning and development, family and personal goals. The information gathered here is discussed in our management and staff meetings.

We also had a Whanau Fono in Term 2 where we specifically asked for information in regards to the coverage of our health curriculum puberty lessons for year 6 - 8, and the learning and home support parents need to help with their children's writing. We had twenty six parents attend the Whanau Fono.

- ***How effectively does the school consult with parents, family, Whānau, Iwi and the community?***

Part of the agenda for the Whanau Fono was to consult with our community their views and opinions on the implementation of the health curriculum. We asked our parents, "How would you like the school to cover puberty through the health curriculum for year 6 - 8?" We used the six thinking hats for small group discussions. Our parents wanted to be informed of the dates for the puberty lessons, view the lesson plan before the sessions start, and also to sit in on the lessons.

We also discussed the SAFS student achievement function with our parents and informed them the target curriculum area we are focussing on is writing. We asked questions such as,

- "Do you feel confident supporting your child's learning at home?"
- "What are some barriers/things that make it hard to help your child's learning?"
- "Do you know how to help your child with their writing at home?"

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

The parents gave valuable feedback during the Whanau Fono.

- *How effectively does the school use the information gathered from parents, family, whānau, iwi and the community?*

After consulting the community, the Te RUA Management team decided that the health curriculum for year 6 - 8 will be provided by Life Education Trust. They covered puberty, making choices and cyber safety with the Year 6 - 8. A letter was sent home to parents with information on the lesson plan for puberty, the timetable and dates for the lessons. Parents were informed they could sit in the lesson if they wanted to and we had six parents attend the lessons. The parents gave positive feedback on the puberty lessons for Year 6 - 8 from the Life Education Trust.

As part of SAFs professional development we needed to obtain the parent voice on their views for their child's writing, and what further support is needed to support their child's writing. We are in the process of planning a Whanau Fono / workshop next term which focuses on enabling parents to provide home learning support for writing.

- *How is the information gathered from parents, family, whānau, iwi and the community incorporated into school planning and decision making?*

We used the information we gathered from parents in the school planning & implementation of the health curriculum: puberty for Year 6 - 8.

As part of the SAF professional development, we have used the feedback gathered from the Whanau Fono to guide us in the delivery and planning of a writing workshop for our parents. The writing workshop will be held this term in August.

Parents also gave feedback on ways to improve the PATH individual whanau planning sessions with Whanau Educators, and we have taken the feedback to make improvements in the delivery of PATH for our Whanau.

- *How well does the school communicate key information to parents, family, whānau, iwi and the community?*

During our Whanau Fono we communicated key information that was relevant to the school curriculum planning. At the Whanau Fono we gave opportunities for our parents to discuss in small groups and then give feedback to the whole group their ideas, view and opinions.

We also informed our parents our attendance rate for the year and the goal we needed to achieve. We also discussed the processes we have set in place for absences.

We have continued to build positive relationships with our parents and they are very comfortable in sharing their ideas and opinions during our Whanau Fono meetings.

- *How effectively does the school report to parents, family, whānau, iwi and the community?*

The school reports to parents, family, Whanau Iwi and community through fono, newsletter and Facebook communication.

Last term we also had our annual Rise UP Trust AGM and the school community and wider

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

community stakeholders were invited to attend. We communicated part of our research project, the Whanau case studies to the community. The Whanau Case studies report highlighted the experiences of our Rise UP Whanau at Rise UP Academy.

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

Seventy nine percent of our parents who participated in the survey during 3 Way Conference were very happy with communication between home and school. We ensure that our parents are well informed of events ahead of time.

- 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?*

100% of our whanau are priority learners. We have continued to build positive relationships with our Whanau. During the PATH session, parents share the barriers that prevent them from achieving the Long Term Goals for their children's learning and development. This information is shared during the SAFS staff meeting and also the management meetings.

The Whanau Educators' role is to support the families and refer them to agencies if requested. The positive relationships we have with our parents ensure that they can ask for further support if needed from other agencies, e.g. counselling services.

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>
Tagata Pasifika	Sir Peter Blake Leadership	

5.4 Official Complaints received by the Sponsor

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

- List one entry per complaint.
- 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.
- Do not attach copies of complaints or your response(s) to complainants.
- If no complaints have been received, please state this clearly.

COMPLAINANT <i>e.g. family, parent, community group</i>	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.
- List one entry for each instance of challenges to any decisions, actions or omissions of the Partnership School.
- 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.
- Do not attach copies of challenges under the IRP or your response(s) to complainants.
- If no challenges have been received, please state this clearly below

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 <i>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.</i>
Response: No amendments made

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 4: 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.

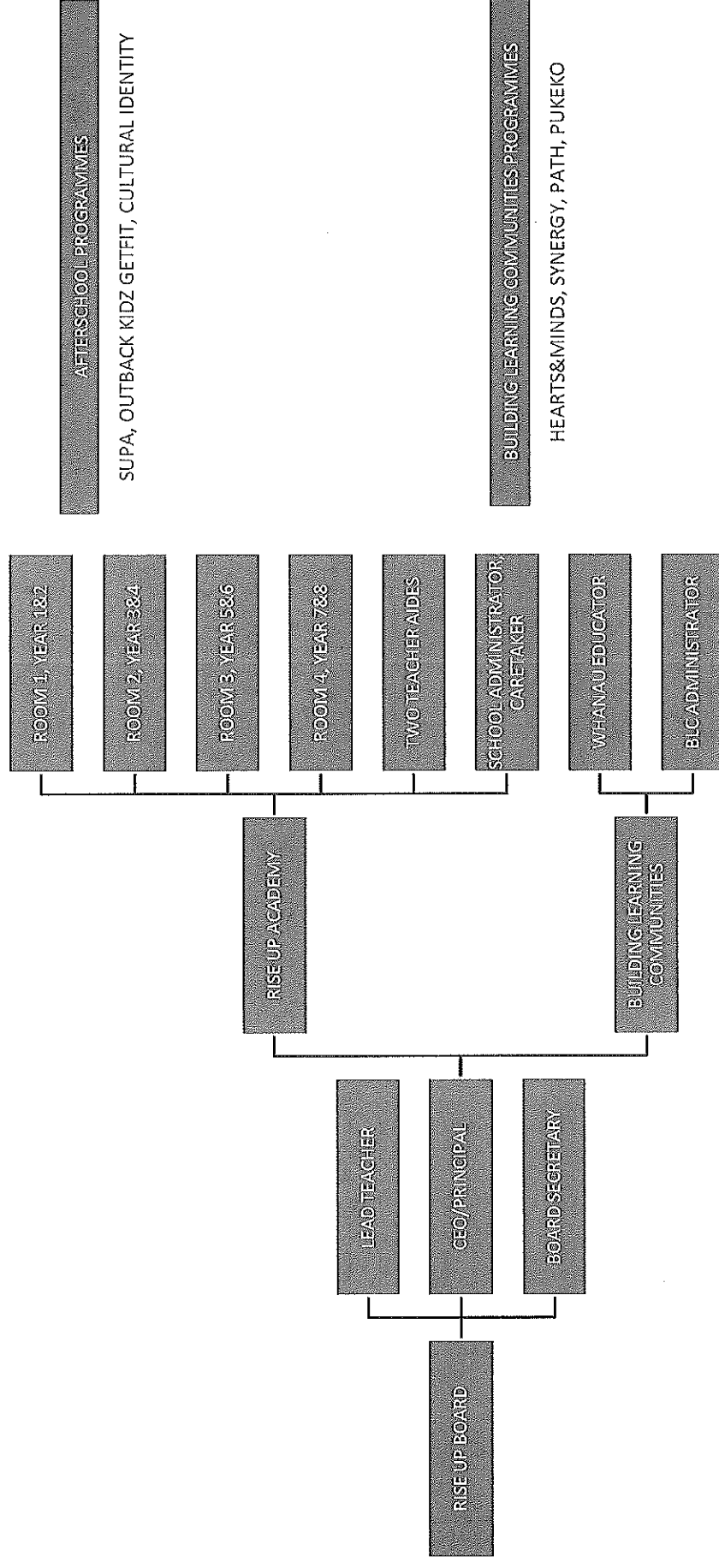
- An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.
- There is no uncertainty or probability aspect associated with an issue. The probability of an issue is 100%.
- Issues are usually written in the present or past tense

Response:

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

RISE UP TRUST ORGANISATIONAL STRUCTURE

QUARTER 2 2015



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	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 1-8	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											

The Rise UP Academy

Financial Performance Quarterly Reporting

Quarter 2 - 1 April to 30 June 2015

	Q1	Q2	Q3	Q4/Annual	YTD
Total Income for Quarter	275,059	275,548			550,607
Total Expenditure for Quarter					
Operating Surplus					
	s 9(2)(b)(ii) OIA				
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	3	2			2

Total Liabilities					
Total Equity					
Debt Equity Ratio	0.26	0.36			0.36

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

Operating Cash per Forecast					
Operating Cash at End of Quarter					

Enrolment at end of Quarter	70	69			69
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Financial Statements Attached	YES	YES			YES
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Certification

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

 s 9(2)(a) OIA

Signed

Name: CATHERINE DUNCAN, BOARD SECRETARY

Date: 31 JULY 2015

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	693
Name:	Rise UP Academy

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	6	9.2%	8	12.3%	26	40.0%	25	38.5%	65
Māori	1	7.1%	2	14.3%	6	42.9%	5	35.7%	14
Pasifika	5	9.8%	6	11.8%	20	39.2%	20	39.2%	51
Other	0		0		0		0		0
Male	5	15.6%	5	15.6%	13	40.6%	9	28.1%	32
Female	1	3.0%	3	9.1%	13	39.4%	16	48.5%	33

Reading	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									8
End of Year 2									4
End of Year 3									10
End of Year 4									10
End of Year 5									15
End of Year 6									8
End of Year 7									6
End of Year 8									4

s 9(2)(a) OIA

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	693
Name:	Rise UP Academy

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	2	3.1%	20	30.8%	35	53.8%	8	12.3%	65
Māori	1	7.1%	4	28.6%	8	57.1%	1	7.1%	14
Pasifika	1	2.0%	16	31.4%	27	52.9%	7	13.7%	51
Other	0		0		0		0		0
Male									32
Female									33

s 9(2)(a) OIA

Writing	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									8
End of Year 2									4
End of Year 3									10
End of Year 4									10
End of Year 5									15
End of Year 6									8
End of Year 7									6
End of Year 8									4

s 9(2)(a) OIA

Partnership Schools | Kura Hourua - 2015 MID YEAR achievement reporting schools with Year 1-8 students

Number:	693
Name:	Rise UP Academy

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	6	9.2%	14	21.5%	34	52.3%	11	16.9%	65
Māori	3	21.4%	4	28.6%	5	35.7%	2	14.3%	14
Pasifika	3	5.9%	10	19.6%	29	56.9%	9	17.6%	51
Other	0		0		0		0		0
Male	5	15.6%	8	25.0%	14	43.8%	5	15.6%	32
Female	1	3.0%	6	18.2%	20	60.6%	6	18.2%	33

Maths	(Tracking to be) Well below		(Tracking to be) Below		(Tracking to be) At		(Tracking to be) Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	12.5%	4	50.0%	3	37.5%	0		8
End of Year 2									4
End of Year 3	1	10.0%	0		5	50.0%	4	40.0%	10
End of Year 4	1	10.0%	2	20.0%	6	60.0%	1	10.0%	10
End of Year 5	1	6.7%	1	6.7%	9	60.0%	4	26.7%	15
End of Year 6	1	12.5%	2	25.0%	3	37.5%	2	25.0%	8
End of Year 7	1	16.7%	1	16.7%	4	66.7%	0		6
End of Year 8									4

s 9(2)(a) OIA