

**Second Quarter Report 3:  
The Rise UP Academy**



**THE RISE UP ACADEMY**

**PARTNERSHIP SCHOOLS KURA | HOURUA**

**QUARTERLY REPORT 2<sup>nd</sup> QUARTER**

**For the period – 1 April 2014 to 30 June 2014**

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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.

1.1 Basic Information	
<b>Name of School</b>	The Rise UP Academy
<b>Year Levels</b>	Year 1-6
<b>Last quarter Enrolment Count</b>	46
<b>School Address – Physical</b>	22 Rosella Road, Mangere East
<b>School Address – Postal</b>	P O Box 23165 Hunters Corner PAPATOETOE 2155
<b>Website Address</b>	<a href="http://www.riseuptrust.org.nz">www.riseuptrust.org.nz</a>
<b>Name of Key Contact</b>	Catherine Duncan
<b>Key Contact email address</b>	[REDACTED]
<b>Key Contact phone number</b>	[REDACTED]
<b>Name of School Leader/person responsible for teaching and learning</b>	Sita Selupe <span style="border: 1px solid black; padding: 2px;">s 9(2)(a) OIA</span>
<b>School Leader/Principal email address</b>	[REDACTED]
<b>School Leader/Principal phone number</b>	[REDACTED]

## 1.2 Organisational Structure of the School

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

**See Appendix 1: Organisational Structure**

1.2 Organisational Structure
<p>There have been no major changes to our organisational structure. There have been some minor challenges as we establish the working relationship between governance and management.</p> <p>We have developed and implemented our Evaluation framework with the Board to ensure effective oversight of the Board and school. Monthly meetings with the board keep everyone well informed of our school development and progressions.</p>

## 2. EXECUTIVE SUMMARY FOR THE MINISTER

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*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

Term 2 has been a time to embed the principles of practise which underpin the vision of The Rise UP Academy. We have made good progress in student achievement based on our mid-year assessments. We are on track to meet the performance standards set out in our contract.

We have clear goals and objectives for our 2014-2015 Curriculum plan to accelerate learning in Numeracy and Literacy. We have had no student stand downs, suspensions or exclusions to date. We have had no formal parent complaints as we deal with concerns promptly.

The overall culture of The Rise UP Academy in Term two 2014 is developing as we anticipated. Staff are embedding Inquiry Learning and the Teacher Inquiry process effectively now.

Our ERO readiness report identified Assessment and Reporting as an area to develop further so we have socialised professional development from excellent providers to work alongside our staff over the next six months. The Board of Trustees continue to meet monthly to oversee the school development and continue to feed forward into the long term sustainability planning. They have considered all available options should there be a change of government. The Self-Review schedule and its milestones are carefully monitored by the Board with robust discussions around Policy implementation particularly Health & Safety throughout 2014.

The staff, students and their whānau understand the vision and the expectations of all our stakeholders. Our whānau engagement strategy yields 85% attendance of our formal whānau feedback fono and they are forth-coming with feedback and volunteering their time to support the vision. We have had an overwhelming number of enquiries about enrolment for 2015-2016 as our school profile grows in the community.

Our Lotteries Research project begins to provide sound evidence to support the nature of our model, particularly whānau engagement. We aim to participate in a longitudinal evaluation of our model with one of our key stakeholders. We have had a couple of overseas Pacific Charter schools approach us to begin dialogue around 'sharing of knowledge'. This may be an opportunity to explore further in 2015-2016.

We are confident in our capacity to increase our roll next year and will continue to work diligently to cater for our proposed new year levels. With the guidance of our governance facilitator, board and community we have a clear rationale for increasing our maximum roll. It is a privilege to pave the way for Pasifika Primary Partnership schools.

### 3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

3.1	<p><b>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students?</b></p> <p><i>A serious incident requiring investigation is defined as an incident that was unexpected or avoidable; causes serious harm to one or more students, staff, visitors or members of the public and or was/is a scenario or situation that prevents or threatens to prevent the Sponsor's ability to continue to fulfil its obligations under the Agreement.</i></p> <hr/> <p><b>Response:</b> Nil</p>
3.2	<p><b>Has any serious criminal activity been discovered to have taken place on the Premises?</b></p> <p><i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p> <hr/> <p><b>Response:</b> Nil</p>
3.3	<p><b>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice?</b></p> <p><i>Please refer to <u>Annex A of Schedule 1 of your Agreement</u> for the specifics as they apply to your Partnership Kura.</i></p> <hr/> <p><b>Response:</b> Yes, The Rise UP Academy has operated in accordance with the requirements set out in the Gazette notice.</p>
3.4	<p><b>Please confirm that the school has not exceeded the Maximum Roll.</b></p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Maximum Roll level of your Partnership Kura.</i></p> <hr/> <p><b>Response:</b> Rise UP Academy has not exceeded the Maximum roll.</p>
3.5	<p><b>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement?</b></p> <p><i>Please refer to <u>Part 2, Section 7, Enrolment of Students at School and in Courses</u> of your Agreement for information on the Acceptance of Students (clause 7.2), International Students (clause 7.3) and Students with Special Education need (clause 7.4).</i></p> <hr/> <p><b>Response:</b> Rise UP Academy has accepted students in accordance with the above clauses of the Agreement.</p>

3.6	<p><b>Please confirm that the school hours and term dates have not reduced below the Minimum Levels set out in Schedule 1 of the Agreement?</b></p> <p><i>Please refer to <u>Schedule 1: Student Enrolment and Absences</u> of your Agreement for the Minimum Levels for your Partnership Kura.</i></p>
	<p><b>Response:</b></p> <p>The Rise UP Academy school hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement.</p>
3.7	<p><b>If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the <u>Education Act 1989</u>.</b></p> <p><i>Please refer to the <u>maximum periods</u> as set out in the Education Act 1989.</i></p>
	<p><b>Response:</b></p> <p>Nil</p>
3.8	<p><b>Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.</b></p> <p><i>Please refer to <u>Schedule 3: Additional Student Services Offered</u> of your Agreement for information on the provision of student transport services.</i></p>
	<p><b>Response:</b></p> <p>Not applicable.</p>
3.9	<p><b>Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?</b></p> <p><i>Please refer to <u>Part 2, Section 12: Governance of the School</u> of your Agreement for information on the person responsible for teaching and learning. Note this person must have a proven background in educational leadership.</i></p>
	<p><b>Response:</b> Sita Selupe, the person appointed for teaching and learning, meets the requirements as set out in the Agreement.</p>

3.10	<p><b>Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?</b>  <i>Please refer to <u>Schedule 4: Governance and Teachers</u> of your Agreement for information on the number/percentage of registered teachers and holders of Limited Authority to Teach.</i></p>
	<p><b>Response:</b> In 2014, the number of Registered Teachers and Holders of Limited Authority to Teach, at the school, are three and one respectively. We can confirm that the number of teaching positions filled by Registered Teachers and Holders of Limited Authority to Teach have not fallen below the minimum numbers.</p>
3.11	<p><b>Please confirm that, the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position has not fallen below the minimum percentage set out in clause 3 2-of Schedule 4 of the Agreement?</b>  <i>Please refer to <u>Schedule 4: Governance and Teachers</u> of your Agreement for information on the percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach.</i></p>
	<p><b>Response:</b> In 2014, Registered Teachers or Holders of Limited Authority to Teach must teach 100% of the Curriculum. We can confirm that the percentage of curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum percentage set out in Schedule 4 of the Agreement.</p>
3.12	<p><b>Please confirm that you, as Sponsor have complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on police vetting under your Agreement?</b>  <i>Please refer to <u>Part 2, Section 13: Teachers and other Sponsor employees and contractors</u> of your Agreement for information on police vetting. Please refer to clauses <u>78C</u> to <u>78CD</u> of the Act as applied by <u>section 158U</u> of the <u>Education Act 1989</u>.</i></p>
	<p><b>Response:</b>  We have complied with all requirements in relation to Police Vetting, the relevant legislation and the requirements in our Agreement.</p>
3.13	<p><b>Please confirm that you, as Sponsor have reported to the Minister in accordance with and by the dates or within the timeframes clause 18.2 of your Agreement?</b>  <i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on Reporting to the Minister.</i></p>
	<p><b>Response:</b>  We have reported to the Minister in accordance with clause 18.2.</p>

3.14	<p><b>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement?</b></p> <p><i>Please refer to <u>Part 2, Section 7: Enrolment of Students at School and in Courses</u> of your Agreement for information on reporting to parents</i></p>
	<p><b>Response:</b></p> <p>To date, we have reported to parents twice in writing, as per the Agreement. We will continue to develop our school report this year to ensure it provides quality feedback and applicable to the student's progress and achievement in relation to National Standards.</p>

3.15	<p><b>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement?</b></p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</i></p>
	<p><b>Response:</b></p> <p>We will provide audited accounts to the Secretary of Education after completing our audited accounts for 2014.</p>



## 4. PERFORMANCE MANAGEMENT SYSTEM

### 4.1. Objectives from your Agreement

- Your Objectives are specific to your School and can be found in Section 1 of Schedule 6: Performance Management System of your Agreement.
- 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.

4.1.1	<b>Objective 1: Effective Governance</b>	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comment</b>
	<b>Goal:</b> To provide direction and leadership in the planning and evaluation of The Rise UP Academy.			
	<b>Measure:</b> Strategic and annual plan complete	Met	Met	85% of Milestones for the annual plan are on track to being met. We are reviewing our Stakeholder Management goals and objectives for 2014-2015.
	<b>Measure:</b> Self-review plan developed and implemented effectively.	Met	Met	The Board are monitoring the milestones in the 2014 Performance Story calendar.
	<b>Goal:</b> To develop a Funding and Sustainability model that ensures adequate resources to achieve the vision and demonstrates excellent financial stewardship			
	<b>Measure:</b> Monthly financial reporting to Board.	Met	Met	2013 Audited accounts have been completed.
	<b>Measure:</b> Managed organisational sustainability. i.e Business case for next 5 years including Property plan, Staffing plan, Curriculum plan.	Met	Met	We are working diligently to provide a strong business proposal to increase our sustainability plans. This will be complete by mid August 2014.
4.1.2	<b>Objective 2: Excellent Teachers</b>	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comment</b>
	<b>Goal:</b> To develop and implement The Rise UP Academy's Performance Management system effectively.			
	<b>Measure:</b> Quarterly Staff Performance Appraisals	Met	Met	

	<b>Measure:</b> Professional Development plans revised and updated	Met	Met	We have identified a school wide focus on Student Assessment for 2014 as part of our Professional development plan.
	<b>Goal:</b> To implement The Rise UP Academy's policy framework and develop/refine procedures.			
	<b>Measure:</b> Weekly Management meetings to agenda Policy review schedule and procedures development.	Met	Met	Rise UP Academy have adopted the School Docs policies and are customising these to fit our School context.
	<b>Measure:</b> Monthly CEO report to Board to approve/review policy amendments as per Self Review schedule.	Met	Met	
	<b>Goal:</b> To implement The Rise UP Academy's Curriculum Plan and accelerate Student achievement through Inquiry Learning			
	<b>Measure:</b> 2014 Student achievement data in National standards for beginning, mid and end of year against the Contract performance Standards.	Met	Met	Rise UP Academy are tracking National standards achievement data more effectively now.
	<b>Measure:</b> Quarterly staff evaluations around term topics	Met	Met	

<b>4.1.3</b>	<b>Objective 3:</b> Fully Engaged Whānau	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comment</b>
	<b>Goal:</b> Continue to deliver the Building Learning Communities project to increase whānau engagement in their children's learning.			
	<b>Measure:</b> 85% Attendance at Whānau Feedback fono in May. 95% attendance at PATH plan individual sessions.	Met	Met	Extremely high levels of whānau engagement during Term 2.
	<b>Goal:</b> Research project - examining our Rise UP approach to evidence our principles of practise			
	<b>Measure:</b> Phase 1 Literature review completed by external researcher.	Met	Met	Research is progressing steadily and various researchers have been scoped for the different phases to provide a culturally responsive approach.
	<b>Measure:</b> Phase 2 begun-developing comparative data cohorts for analysis.	Met	Met	Our request for a decile review will influence the validity of our comparisons.

4.1.4	<b>Objective 4:</b> Successful Rise UP Students	<b>Previous Quarter 1</b>	<b>Current Quarter 2</b>	<b>Comment</b>
	<b>Goal:</b> Students will develop sharp minds, strong bodies and good hearts.			
	<b>Measure:</b> <u>Sharp Minds</u> National Standards data in Numeracy, Reading and Writing	Progressing Towards	Progressing Towards	There is focused attention on Numeracy and Writing this year.
	<b>Measure:</b> <u>Strong Bodies</u> Students are physically active, developing a healthy physique, good nutrition, know how to look after their body, and are developing health and fitness goals.	Progressing Towards	Progressing Towards	
	<b>Measure:</b> <u>Good hearts</u> Student Inquiry Learning projects reflect 21 <sup>st</sup> Century skills, attitudes and key competencies.	Progressing Towards	Progressing Towards	The students Inquiry process and presentations reflect their skills and attitudes developed. We are developing a good Inquiry assessment rubric.
	<b>Goal:</b> Increased confidence and broadened aspirations			
	<b>Measure:</b> All students feel safe, confident, secure and valued (children receive praise for effort and accomplishments, feel treated with respect, feel encouraged to bring their best, feel welcome and included, develop as leaders, have a sense of pride, community and belonging, feel confident to express themselves).	Progressing Towards	Progressing Towards	We conducted a survey of how well students have settled in at Te RUA. We will use the positive results to continue to develop the culture of our school so all students continue to feel safe, confident, secure and valued.
	<b>Measure:</b> Students understand and express their gifts, strengths and talents.	Progressing Towards	Progressing Towards	

## 4.2 Student Achievement

- *Partnership Schools are required to report to the Ministry regularly on aspects of student achievement*
- *The Student Achievement performance standards are specific to your School and can be found in Section 2.1 of Schedule 6: Performance Management System of your Agreement.*

### Attached: Appendix 2 - Student Achievement

4.2.1	<b>Please provide any context or explanatory information relevant to your student achievement data in the box below.</b>
	<p><b>Response:</b></p> <p><b>Strengths</b> According to the mid-term data the Years 1 – 6 students have identified strengths in Reading. 97.8 % of all Rise UP Academy students are tracking at or above the standard. Through standardised tests, observations and Overall Teacher Judgements, they demonstrate the appropriate reading strategies and are able to read for enjoyment, which is supportive of the effective reading programmes in the classroom. The Year 4 and 5 students also demonstrate strength in Numeracy and are tracking at the expected standard.</p> <p><b>Areas for Development</b> According to the mid-term data there is a need to develop and enhance the writing skills specifically targeting the students in Year 4, 5 and 6 who are tracking well below and below the standard. This evidence is based on writing moderation and assessment of students work so far this year according to teacher's Overall Teacher Judgements.</p> <p><b>Where to Next? (Planned actions for lifting achievement)</b> The next steps are to:</p> <ul style="list-style-type: none"><li>• Provide action plans with target groups (well below and below National Standards).</li><li>• Continue with shared writing, effective modelling, one to one conference and effective writing activities in writing.</li><li>• Provide staff with outsourced professional development in Assessment in learning to enhance teacher practice.</li><li>• Continue delivering the <i>Accelerated Learning in Maths Programme</i> administered by the Numeracy Leader to support the acceleration of progress in target students (Y4).</li><li>• Provide ongoing observations and feedback for teachers on professional practice and strategies to improve student achievement.</li></ul>

### 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.
- It is not necessary to supply copies of records from your Attendance Management System

#### 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	MEASURE: Unjustified Absences			Metric: Measured through attendance data provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0.01 multiplied by the number of Students multiplied by the number of days the School is open	21.5	20.24	The number of unjustified absences has reduced due to teacher interaction with whānau.

#### 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	MEASURE: Stand downs			Metric: Measured through information provided to the Ministry.
	Performance Standard	Previous Qtr Figure	Current Qtr Figure	Comments
	0 days	0 days	0 days	

#### 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.
- Exclude or expel the student.

4.3.3	<b>MEASURE: Suspensions</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	0	0 days	0 days	

## 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.

4.3.4	<b>MEASURE: Exclusions</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	0	0 exclusions	0 exclusions	

## 4.4 Financial performance

### See Appendix 3: 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.
- Please complete all parts of the Financial Spreadsheet and attach it to your report as a clearly labelled and numbered Appendix.
- Please provide any comments you wish to make about any of the measures.

4.4.1	<b>MEASURE: Operating Surplus</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure (%)</b>	<b>Current Qtr Figure (%)</b>	<b>Comments</b>
	2%-5%	[REDACTED] s 9(2)(b)(ii) OIA		An Operating Surplus is required for the provision of planned, but as yet unrealised expenses.

4.4.2	<b>MEASURE: Working Capital Ratio</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure (ratio)</b>	<b>Current Qtr Figure (ratio)</b>	<b>Comments</b>
	2:1	1.2:1	1.7:1	

4.4.3	<b>MEASURE: Debt/equity ratio</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure (ratio)</b>	<b>Current Qtr Figure (ratio)</b>	<b>Comments</b>
	0.5:1	0.33:1	0.56:1	

4.4.4	<b>MEASURE: Operating Cash</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	Positive cash flow forecast = actual	[REDACTED] s 9(2)(b)(ii) OIA		

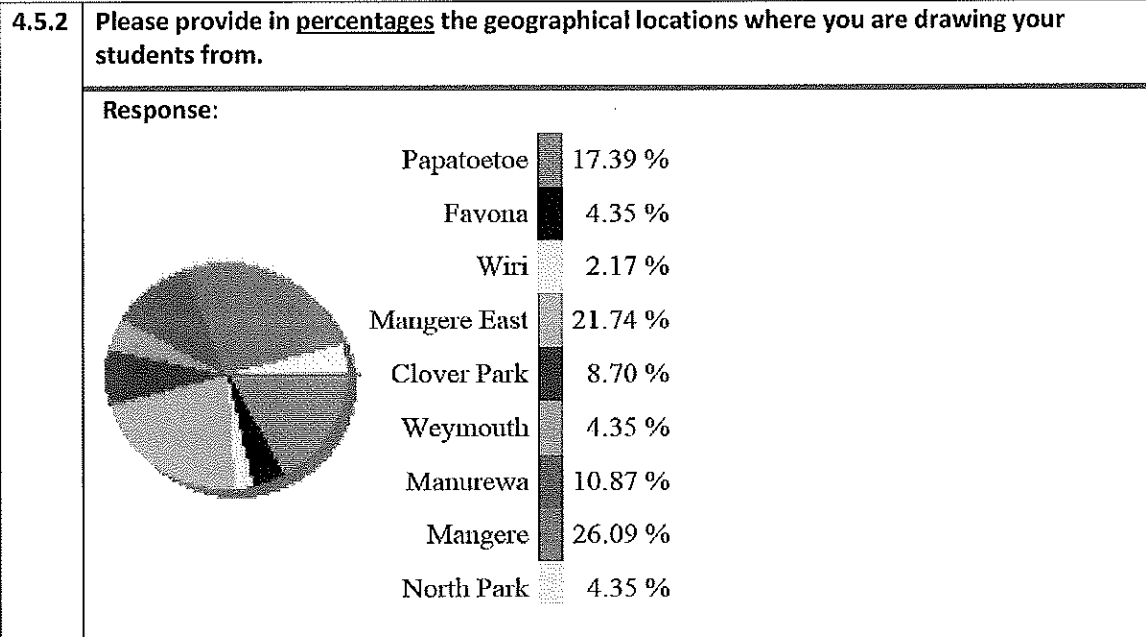
4.4.5	<b>MEASURE: Enrolment Variance</b>			<b>Metric:</b> Measured through information provided to the Ministry.
	<b>Performance Standard</b>	<b>Previous Qtr Figure</b>	<b>Current Qtr Figure</b>	<b>Comments</b>
	50	43	46	

## 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.
- It is not necessary to supply copies of records from your Attendance Management System.
- Please complete the attached table and calculate your percentages based on figures inserted into this template and using the definitions provided.
- The Performance target is for 75% of the total school roll to be made up of students who are Māori, Pasifika, have Special Education needs and/or students from low socioeconomic backgrounds.
- The Sponsor **is not required** to specify which group a student may fall under (note, that the data provided though will be subject to audit).
- We suggest you begin identifying students who identify with being Māori, Pasifika or are students with special education needs first.
- A student can only be counted in **one** category but we recognise that they could identify with more than one priority learner group.
- The % figures in box 4.5.1 should add up to 100%.

4.5.1	<b>MEASURE: Enrolment of priority learner groups</b>		
	<b>PERFORMANCE STANDARD: 75%</b>		
	<b>Metric:</b> Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds.		
	<b>Total school roll this quarter</b>	<b>% of student roll that identifies with <u>at least one</u> of the priority learner groups</b>	<b>% of student roll that <u>does not</u> identify with at least one of the priority learner groups</b>
	46	100%	0%
	<b>Comments (if any)</b>		





## 5. OPERATIONAL MANAGEMENT

### 5.1 Property

5.1.1	<p><b>Please provide information on your school property.</b>  <i>Consider the following topics in your response:</i></p> <ul style="list-style-type: none"> <li>Any work or modifications you have undertaken at the Property including renovations, site development, landscaping etc since your last quarterly report.</li> <li>How the property and teaching/learning spaces are supporting the delivery of the curriculum.</li> <li>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.</li> <li>Any changes forecasted for your Property in the next 6-12 months as required (e.g. to cater for roll growth etc).</li> <li>If you have a long term property plan, how you are progressing against the goals in the plan.</li> </ul> <p><b>Response:</b> We continue to modify our property to ensure the Health and Safety of our students is paramount. We have built a new fence along the entire boundary of an adjacent property.. Security lighting outside of administration block has been completed and new mirrors have been installed in the school hall to accommodate the Arts Curriculum delivery. Our quarterly emergency drills identified a need to improve classroom door locks for quick access and exit. We will remedy this issue in the coming weeks. The students have completed a plan and proposal for a new playground which we have submitted to a local philanthropic group for consideration. We are compiling a proposal for a Maximum Roll increase over the next 5 years and this will detail further property developments required to support the proposed roll increase.</p>
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### 5.2 Whānau and Community Engagement Policy

See Appendix 4: Parents, Family, Whānau, Iwi and Community Engagement Policy

5.2.1	<p><b>As per your parents, family, whānau, iwi and community engagement policy (as approved by the Minister of Education), please detail your progress in the table below against the Plan.</b>  <i>Please reference your response back to specific points in your approved policy.</i></p> <p><b>Response:</b>  The Rise UP Academy has a strong Whānau and Community Engagement Strategy. We gather information from a variety of mediums. Each Rise UP Academy whānau is allocated a Whānau Educator. The two Rise UP Trust Whānau Educators maintain strong relationships to enhance whānau engagement throughout the year. They also facilitate Whānau PATH plans (PATH combines the best elements of a number of vision-building and future planning tools). The whānau set their own goals for the year around their children's learning and their whānau relationships. These goals reflect the needs of the children and whānau.</p> <p>Every Te RUA whānau has a PATH plan and throughout the year they are reviewed with the Whānau Educators, and community referrals are made where necessary. Whānau know if they have concerns they can approach Whānau Educators and be channelled to the</p>
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	<p>appropriate staff member or community service.</p> <p>We held a whānau fono in Term 2 and this gave whānau an opportunity to discuss future plans and feedback on the establishment phase. We had 85% attendance. The feedback was given in small group discussions, open floor and a written survey for each whānau. We communicated feedback from the whānau fono to the Board of Trustees and staff to feed into the strategic direction of the school i.e roll growth and student well-being. Previous 2013 fono helped shape the school values, Christian character, uniforms, teacher qualities, and 3-5PM programme development.</p> <p>Whānau were glad to receive communicated aggregated student achievement data for baseline assessments. We also use newsletters, social media and <i>The Building Learning Communities</i> programmes as ways to communicate effectively with whānau. We celebrate all the Māori and Pacific language weeks, and whānau participate fully. As a result we have a new kaumatua who has strong affiliations with two local marae. Our CEO is a member of the Ministry of Education Northern Region Pasifika Advisory Group and takes this opportunity to share our school's progress. We also report there on the Goals and Targets set out in the Pasifika Education Plan.</p> <p>We are conducting a two year ethnographic research project funded by the Lotteries Community Research to provide an evidence base for the guiding principles underpinning our 'Building Learning Communities' Whānau engagement approach. This will be completed at the end of 2015.</p>
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<b>5.2.2</b>	<b>Provide a list of the partnerships with other educational or community groups the school is involved with.</b>		
	<b>Partnering Organisation</b>	<b>Description of the Partnership</b>	<b>Level of involvement students and/or staff involved; approx hours per month, resources involved etc.</b>
	<b>EDUCATIONAL ORGANISATIONS</b>		
	<i>Local school</i>	Music tuition after school programme-Key board and violin	1 x 30 min session per week For 14 students.
	<b>COMMUNITY ORGANISATIONS AND GROUPS</b>		
	<i>Local Council facilities/programmes</i>	Use of facilities and programmes	
	<i>Performing Arts programme</i>	Contracted to deliver on school site after school	1 x 1.5hr session per week for 46 students.
	<i>Health &amp; Fitness programme</i>	Contracted to deliver on school site after school	1 x 1.5hr session per week for 46 students.

### 5.3 Media

See Appendix 5: Talanoa Ako Story on The Rise UP Academy

5.3.1	Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).		
	<b>ORGANISATION/OUTLET</b> <i>E.g. One News, 3NEWS, NZ Herald, local newspapers, Radio NZ etc.</i>	<b>NATURE OF STORY</b>	<b>WEB-LINK (if available online)</b> <i>E.g. to a news website, Radio NZ, You Tube.</i>
	Talanoa Ako   Pasifika Education Talk, Issue June 2014	The Rise UP Academy partnership with parents and community.	Please see attached Appendix 5 for a copy of the story.

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

5.4.1	Describe any official complaints (written) received by the Sponsor in the table below.
	<b>Response:</b> No complaints received.

5.4.2	Please list any instances where students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School.
	<b>Response:</b> No challenges received.

## 5.5 Operational Policies and Health and Safety

5.5.1	<p>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.</p> <ul style="list-style-type: none"><li>• <i>This question only refers to the policies related to ensuring a safe physical and emotional environment for Students. You do not need to refer to any policies outside of this scope e.g. curriculum, human resources, property etc.</i></li><li>• <i>Any policies that have been amended by the Sponsor should be formatted into <u>one document</u>, clearly labelled as an Appendix. Please do not attach separate documents for each policy.</i></li><li>• <i>Please include a list of policies below that remain the same. You do not need to provide copies of each individual policy if there have been no amendments.</i></li></ul> <p><b>Response:</b></p> <p><b><i>Policies that have been amended and are attached to this document as an Appendix:</i></b></p> <ul style="list-style-type: none"><li>• Parents, Family, Whānau, Iwi and Community Engagement Policy (see Appendix 4)</li></ul> <p><b><i>List of policies that have not been amended:</i></b></p> <ul style="list-style-type: none"><li>• Health and Safety Policies and Procedures</li></ul>
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## 6. RISKS AND ISSUES

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Please complete the attached Excel Spreadsheet for both Risks and Issues. See

See Appendix 6: Risks and Issues Register

### 6.1 Risks

6.1.1	<p><b>Please detail any risks in the attached Excel Spreadsheet.</b></p> <ul style="list-style-type: none"><li>• <b>Definition:</b> A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives. Note, the event has not happened yet but there is a chance it could occur.</li></ul>
	<p><b>Response:</b> Please refer to Appendix 6: Risks and Issues Register.</p>

### 6.2 Issues

6.2.1	<p><b>Please detail any issues in the attached Excel Spreadsheet.</b></p> <ul style="list-style-type: none"><li>• <b>Definition:</b> An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.</li></ul>
	<p><b>Response:</b> Please refer to Appendix 6: Risks and Issues Register.</p>

# RISE UP

BUILDING LEARNING COMMUNITIES

## RISE UP BOARD



Tauli Schuster



Oliver Taitia



Sally Ikinofa  
(Chair)



Su Cullen



Maggie Winterstein

## RISE UP MANAGEMENT TEAM



Bernice Matautia  
Lead Teacher



Sita Selupe  
CEO



Catherine Duncan  
Business Manager

## RISE UP KIDZ, TE RUA, RISE UP ACADEMY



Bernice Matautia  
Teacher  
Year 1 & 2



Cassey Prentice  
Teacher  
Year 3 & 4



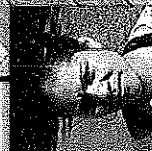
Anne Collins  
Teacher  
Year 5 & 6



Gwen Lafaele  
Administrator



Andrew Letua  
Teacher Aide



Mary-Ellen Peauafi  
Teacher Aide



Cecily Taufefila  
Whanau Educator



Louisa Fekalaifi  
Whanau Educator

### Afterschool Programmes:

Led by co-ordinators  
Titi & Tarnz Tupai



Music, Drama & Dance



Sports, Fitness & Health



Parents Programme



Family Programme



Path Programme



Beautiful Daughters  
Mary-Ellen Peauafi  
& Rowena Schuster



Number:	693
Name:	Rise Up Academy

[illegible]



## Partnership Schools | Kura Hourua - 2014 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
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	8.7%	16	34.3%	23	50.0%	3	6.5%	46
Māori	1	20.0%	1	20.0%	3	60.0%	0		5
Pasifika	3	7.3%	12	29.3%	23	56.1%	3	7.3%	41
Other	0		0		0		0		0
Male	3	15.8%	3	15.8%	13	68.4%	0		19
Female	1	3.7%	10	37.0%	13	48.1%	3	11.1%	27

[illegible]



## The Rise UP Academy

### Appendix 2 Financial Performance Quarterly Reporting

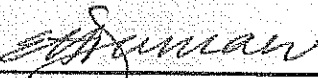
Quarter 2 1 April - 30 June 2014

	Q1	Q2	Q3	Q4	YTD
Total Income for Quarter	157701	165810			
Total Expenditure for Quarter					
Operating Surplus					
Total Current Assets					
Total Current Liabilities					
Working Capital					
Working Capital Ratio	1.2:1	1.7:1			
Total Liabilities					
Total Equity					
Debt Equity Ratio	.33:1	.56:1			
Operating Cash per Forecast					
Operating Cash at End of Quarter					
Enrolment at end of Quarter	43	46			
Financial Statements Attached	yes	yes			

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

#### Certification

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



Signed:

Name: Catherine Duncan

Date: 31 July 2014

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

REDACTED

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

REDACTED

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

REDACTED

# WHANAU ENGAGEMENT POLICY

THE RISE UP ACADEMY

**RATIONALE:** The Rise UP Academy is committed to Building Learning Communities with Pasifika and Maori. We will adopt the principles of partnership, aroha and no surprises.

**PURPOSE:** A framework for developing inclusive and respectful relationships. Whanau are equipped to set their children up for success in learning. Children's learning is accelerated through ongoing clear communication and high expectations.

### This is achieved by

1. Rise UP Trust Board will provide strategic direction for the development of whanau engagement plans.
2. CEO will ensure all stakeholder management plans uphold Rise UP Academy's engagement principles of partnership, aroha and no surprises. The plans will also include addressing barriers to effective communication.
3. CEO will ensure that a yearly Whanau Engagement Plan is accessible to all.
4. Whanau feedback will influence strategic direction and future communications.
5. Teachers will provide a safe environment for whanau to engage with the school.
6. Local iwi and community organisations will have at least three opportunities through our ongoing fono/hui to contribute to the Academy's strategic direction.
7. All stakeholders will be encouraged to keep the wellbeing and achievement of the child as the central focus of all decision making.



# RiseUP Academy

"When we enrol your child - we enrol your aiga."

**New Zealand's first Pasifika Partnership School is forging new ways to develop a generation of kids with Sharp Minds, Strong Bodies and Good Hearts.**

The Rise UP Academy in Mangere is one of five Partnership Schools to open this year. Its aims are to lift the educational achievements of Pasifika and Māori children in South Auckland communities.

"When we enrol your child, we enrol your aiga," says Rise UP Academy Principal and CEO of the Rise UP Trust, Sita Selupe.

"Every Pasifika child has a village they bring with them and we work with the village to release the good that's already there in these precious tamariki."

## THE WAY WE TEACH

The Rise UP Academy structure is based around classroom learning, the after school programme and the Whānau programmes.

The school roll is capped at 50 and half of the Pasifika group is made up of Samoans followed by Māori, Nūuan, Cook Islands and Tongan students.

Sita says that what makes their teaching philosophy unique is their Pasifika flavoured Inquiry Learning Model.

"Our Inquiry Learning Model develops high order questioning and thinking skills to help our Pasifika learners who are resilient in asking questions in the classroom."

"We're also developing our Pasifika learners to plan effectively through our 'Backwards Planning' concepts. They are designed to help our students stretch the 'Island Time' mentality."

"We then take the parents through the model so they are supported to expect some BIG questions at home and to embrace those questions from their

children with a smile and a hug."

And it appears that parents are responding well and loving the way the Academy has engaged them says Sita.

## AN OPPORTUNITY NOT TO BE MISSED

Viz and Tania Tupai were among the first parents to enrol their daughters Jade (10) and Seagala Fou (9) and Genesis (6) into the Rise UP Academy.

Viz and Tania are big supporters of the academy and have completed many of its courses like the Hearts and Minds Parent programme, which helps identify children's learning and personality styles.

"I realise now we all have different ways of learning, so when I sit down with my kids and explain things to them, I have to do it in different ways according to what works for them as individuals," says Viz.

Viz makes up one half of the successful Adegze duo. He knows music inside and out but he's the first to admit, when he was at school, well, you could say music

saved him. "I don't remember having a lot of teacher time when I was at school because I was in a big class but that's not the case with the Rise UP Academy. My girls get a lot of teacher time and they are flourishing."

"They weren't very confident in the beginning but since they've been at the school, my wife and I have seen some big changes. Our youngest girl is like a different child. I see her and our other two daughters leading assemblies and I am amazed at their confidence. It's great," says Viz.

The Rise UP Academy teach religion as part of its curriculum, so each school day begins with devotion at 8.30 am.

"It was the favourite thing for our students in the first week," says Sita. "And when I thought about relevant to us as the Bible as a reference point. We are able to put an exciting spin on biblical values in the 21st century."

Viz sees the faith-based approach as an important aspect for a balanced education for his children.

"I love it because it feels like home to us. The school starts with a devotional and committing the day to the Lord and it helps motivate the kids to commit to their day. It just supports what we do at home."

## REPROUD

Sita believes the Māori proverb "Kia hāhehe e/kekepiakohau haemona, a moe hau e magataa" ("When you get something good, you share it with those you love the most") is why the academy is working for the children and families at the school.

"It's about reciprocity in the Pasifika way," says Sita.

"Our parents and grandparents brought us here for better work and education opportunities, not to rely on the government. Having this opportunity to work with families at the front line has helped us align our priorities. It's also enabled us to speak on behalf of the communities who cannot speak for themselves."

"We are preparing them for their future so we need to be strong and try our best to support them all the way."

**WHY IS A PARTNERSHIP SCHOOL?**

Partnership schools are a new type of school that work in partnership with the community to provide a better education for all children.

**WHY DO WE HAVE PARTNERSHIP SCHOOLS?**

Partnership schools are a new type of school that work in partnership with the community to provide a better education for all children. They are designed to meet the needs of the community and to provide a better education for all children.



Viz and Sita



## 6.1 Risk Register

Support from the Ministry										
#	Assess Risk			Evaluate Risk			Monitor Risk		Support from the Ministry	
Risk No.	Date Raised	Risk Type	Risk Description	Risk Owner	Controls	Mitigation (Actions required)	Risk Ratings	Risk Level	Comments and Updates	Date of Review
							</			

## 6.2 Issues Register

#	Identifying the Issue			Analysing the Issue			Evaluating the Issue			Support from the Ministry
	Date Raised	Issue Type	Issue Description (1-2 lines)	Raised By	Status of Issue	Owner of the issue	Issue Rating	Activity History and Resolution (incl. closure date)	Date of Review	
1	1/03/2014	Capability/ 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.	Sponsor	Open	Sponsor	Extreme	We will submit a five year business proposal to change our class from Y1-6 to Y1-10 and increase the Maximum Roll to 200 students.		The Ministry has provided support during the drafting and review of our business plan.
2	1/11/2014	Stakeholder Relationships	The Sponsor has identified short notice for hui, other meetings with the Ministry and requests for information as an issue, especially when we want to involve our Board.	Sponsor	Open	Ministry of Education	Low	We have responded to several requests for information from the Ministry in regards to our school and recognise that these requests will continue given the new nature of Partnership Schools. It would be useful to have a schedule of hui and other meetings for the remainder of the year.		Please supply a Schedule of Ministry of Education hui and other meetings with us for the remainder of 2014.

