

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



THE RISE UP ACADEMY

PARTNERSHIP SCHOOLS KURA | HOURUA

QUARTERLY REPORT 3rd QUARTER

For the period 1 July to 30 September 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 | |
|---|---|
| Name of School | The Rise UP Academy |
| Year Levels | Y1-6 |
| Last quarter Enrolment Count | 46 |
| 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 | [REDACTED] |
| 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 | [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.

| 1.2 Organisational Structure |
|---|
| There have been no major changes to our organisational structure. |
| Our Evaluation framework ensures effective oversight of the Board and school. Monthly meetings with the board keep everyone well informed of our school development and progressions. |

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

Term 3 has been a defining term at Rise UP Academy as we continue to establish the learning environment and culture we envisioned for our school. Again, the explicit integration of our Rise UP Academy Principles of practice with staff and community contributes and shapes our approach.

Successful Rise UP Students

The students are settled and we have various programmes in place to support those with special needs as well as accelerating progress for those at risk learners. Our school roll is currently 48 for this period, with two enrolments in the final term. Many students are on track to achieving the National Standards in Reading and Maths. We have outsourced Professional Learning Development to support our teachers to accelerate learning in Writing. There have been no stand-downs, suspensions or exclusions to date. Mid Term reporting to parents included a 3-Way conference night to share their children's learning progress and next steps. We had another successful milestone with 91% of whānau in attendance.

Excellent Teachers

We have developed and implemented a Performance Management system that supports the achievement of the Teacher Registration criteria and promotes effective and excellent delivery of our school Curriculum. We have ensured all contractual requirements are compliant with regards to teacher registration, positions filled and vetting.

We have accessed a range of Professional Learning Development opportunities for staff this term.

Effective Governance

The Board of Trustees continue to meet regularly to provide strategic direction and monitor outcomes against our annual plan.

The Annual General Meeting was held on July 7th and the board celebrated another successful year of community development and educational achievement.

The general elections provide some stability for our school sustainability and growth plans.

Fully Engaged Whānau

The Rise UP Academy whānau continue to show high engagement levels in their children's learning and the school environment. Various parent programmes as well as National Language week celebrations provide these opportunities to engage. Parents demonstrate greater levels of confidence in discussing schooling and extra-curricular topics with staff. There have been no complaints. The Research project around The Building Learning Communities approach begins to take form with Phase 2 completed and preparations in place for Phase 3: comparative data analysis and focus group interviews with whānau.

General

As we head into the final term we look forward to increasing our roll next year and continuing to advance our school vision to improve educational outcomes for more priority learners in Aotearoa.

3. MEETING THE MINIMUM REQUIREMENTS OF THE AGREEMENT

| | |
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| <p>3.1</p> | <p>Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students? <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> |
| | <p>Response: Nil</p> |

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|-------------------|---|
| <p>3.2</p> | <p>Has any serious criminal activity been discovered to have taken place on the Premises? <i>Serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty.</i></p> |
| | <p>Response: Nil</p> |

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| <p>3.3</p> | <p>Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice? <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> |
| | <p>Response: The Rise UP Academy has operated in accordance with the requirements set out in the Gazette Notice.</p> |

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| <p>3.4</p> | <p>Please confirm that the school has not exceeded the Maximum Roll. <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> |
| | <p>Response: We have not exceeded the Maximum Roll.</p> |

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| <p>3.5</p> | <p>Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement? <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> |
| | <p>Response: The Rise UP Academy has accepted students in accordance with the above clauses.</p> |

| | |
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| 3.6 | <p>Please confirm that the school hours and term dates have not reduced below the Minimum Levels set out in Schedule 1 of the Agreement?</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>Response:</p> <p>School hours and term dates have not fallen below the Minimum Levels.</p> |

| | |
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| 3.7 | <p>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></p> |
| | <p>Response:</p> <p>We have not exceeded the maximum periods as set out in the Education Act 1989, NOR have we stood down or suspended students this quarter.</p> |

| | |
|-----|--|
| 3.8 | <p>Please confirm that any transport required is provided as described in Schedule 3 of the Agreement.</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>Response:</p> <p>Not applicable</p> |

| | |
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| 3.9 | <p>Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?</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>Response:</p> <p>The person appointed for teaching and learning meets the requirements as set out in the Agreement.</p> |

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| 3.10 | <p>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?</p> <p><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>Response:</p> <p>The number or percentage of Registered Teachers and Holders of Limited Authority to Teach teaching positions have not fallen below the 100% set out in Schedule 4 of the Agreement.</p> |
| 3.11 | <p>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 2 of Schedule 4 of the Agreement?</p> <p><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>Response:</p> <p>The percentage of Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the 100% set out in clause 2 of Schedule 4 of the Agreement.</p> |
| 3.12 | <p>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?</p> <p><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>Response:</p> <p>The Rise UP Academy have complied with all requirements in relation to Police Vetting and the relevant legislation AND the requirements in the Agreement.</p> |
| 3.13 | <p>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?</p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on Reporting to the Minister.</i></p> |
| | <p>Response:</p> <p>We have reported to the Minister in accordance with clause 18.2</p> |

| | |
|------|---|
| 3.14 | <p>Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement?</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>Response:</p> <p>We have reported to parents in accordance with clause 7.8 of the Agreement</p> |

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| 3.15 | <p>Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of your Agreement?</p> <p><i>Please refer to <u>Part 3: Records and Reporting</u> of your Agreement for information on audited accounts.</i></p> |
| | <p>Response:</p> <p>Not applicable</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.

See Appendix 1: 2014 Annual Plan Milestones

| 4.1.1 | Objective 1: Effective Governance | Previous Quarter 2 | Current Quarter 3 | Comment |
|-------|--|--------------------|---------------------|---|
| | Goal: To provide direction and leadership in the planning and evaluation of The Rise UP Academy | | | |
| | Measure: Strategic and annual plan complete | Met | Not Applicable | |
| | Measure: Self-review plan developed and implemented effectively. | Met | Not Applicable | |
| | Measure: CEO to provide board assurance statement for Quarter 3 Self review schedule | Not Applicable | Met | Monthly board meetings provide monitoring of annual plan and emerging opportunities. |
| | Goal: To lead the development of Te RUA and ensure excellent student outcomes. | | | |
| | Measure: Monthly financial reporting to Board. | Met | Met | |
| | Measure: Managed organisational sustainability. i.e Business case for next 5 years including Property plan, Staffing plan, Curriculum plan. | Met | Met | |
| | Measure: Midyear and end of year student achievement data | Not Applicable | Progressing Towards | Lead Teacher is carefully monitoring learning targets and intervention programmes to accelerate student learning. |

| 4.1.2 | Objective 2: Excellent Teachers | Previous Quarter 2 | Current Quarter 3 | Comment |
|-------|--|--------------------|-------------------|--|
| | Goal: Implement The Rise UP Academy's Performance Management system effectively | | | |
| | Measure: Professional Development plans revised and updated | Met | Not Applicable | We have identified a school wide focus on Student Assessment for 2014 as part of our Professional development plan. |
| | Measure: Quarterly Staff Performance Appraisals | Met | Met | Appraisals |
| | Measure: Implement Professional Development plans | Not Applicable | Met | 1.In house training in Te Rua Principles of Practise. 2.'Assessment for Learning' PLD from Evaluation Associates. 3.MOE Student achievement function team support began with Board approval. |
| | Goal: To implement the Rise UP Academy's policy framework and develop/refine procedures | | | |
| | Measure: Weekly Management meetings to agenda Policy review schedule and procedures development. | Met | Met | |
| | Measure: Monthly CEO report to Board to approve/review policy amendments as per Self Review schedule. | Met | Met | |
| | Measure: Staff are aware of and adhere to Te Rua policies and procedures | Met | Met | Staff are working in line with School docs policy review schedule. |
| | Goal: To implement The Rise UP Academy's Curriculum Plan and accelerate Student achievement through Inquiry Learning | | | |
| | Measure: 2014 Student achievement data in National standards for beginning, mid and end of year against the Contract performance Standards. | Met | Met | |
| | Measure: Quarterly staff evaluations around term topics | Met | Met | |

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|-------|---|-------------------------------|------------------------------|--|
| 4.1.3 | Objective 3: Fully Engaged Whānau | Previous Quarter 2 | Current Quarter 3 | Comment |
| | Goal: Deliver the Building Learning Communities project to increase whānau engagement in their children's learning | | | |
| | Measure: 85% Attendance at Whānau Feedback fono in May. 95% attendance at PATH plan individual sessions. | Met | Not Applicable | Quarter 3 has continued high whanau engagement |
| | Measure: Attendance at: <ul style="list-style-type: none"> • 3-way conference • PATH plans • Synergy programme • Maths workshops | Met | Met | 91% attendance at Mid-year 3-way conferences. Whānau PATH plans show steady progress towards achieving goals. 10 New whānau participated in the Synergy programme, with a measure of success for each whānau. Identified 'at risk' learners and whānau attended the Maths workshops. |
| | Goal: Research project - examining our Rise UP approach to evidence our principles of practise | | | |
| | Measure: Phase 1 Literature review completed by external researcher. | Met | Not Applicable | |
| | Measure: Phase 2 begun-developing comparative data cohorts for analysis. | Met | Not Applicable | |
| | Measure: Phase 2 of Lotteries Research project, milestone report. | Not Applicable | Met | Outline of Research plan and comparative analysis focus groups identified. |
| | Measure: Phase 3 of Lotteries Research project, started | Not Applicable | Met | Reviewed milestone reporting-final report due June 2016. Focus group interviews due Feb 2015. |

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.*
- *Whilst you are only required (currently) to report twice annually on the quantitative aspects of student achievement, we require qualitative information on your progress to achievement of the applicable performance standards*
- *This section should be completed by the responsible academic lead for your School.*

| | |
|-------|---|
| 4.2.1 | Teaching and Learning promotes student achievement <ul style="list-style-type: none"> • <i>How the learning time is maximised?</i> • <i>There is an academic emphasis.</i> • <i>There is a focus on student achievement.</i> |
| | Response: <p>Daily learning time in the classroom focuses on literacy and numeracy. This is to ensure all Year 1 – 6 students are provided with an effective teaching programme in order to meet the National Standards requirements in our Agreement. Curriculum areas such as Health/P.E, The Arts and Inquiry are included in the classroom programme.</p> <p>We analysed our mid-term data, and identified the area of development was to enhance the writing skills, particularly for Years 4 – 6. Our Teachers completed professional development through Evaluation Associates Organisation ‘Assessment for Learning’. They learned ways to strengthen teaching practice and assessment in written language. Our Teachers are now using highly effective tools for moderating student’s writing and they are maintaining a unified approach to effective writing activities.</p> <p>We are seeing our priority learners supported to achieve successfully and make good shifts in their learning. We have identified target students who require support to accelerate progress.</p> |

| | |
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| 4.2.2 | Students <ul style="list-style-type: none"> • <i>How is feedback on progress provided?</i> • <i>How student performance is monitored and is evident.</i> • <i>Progress in achieving learning goals is measured.</i> |
| | Response: <p>The Rise UP Academy students are given ongoing feedback on their achievement and progress. This also allows them to identify their current stage of learning in literacy and numeracy. Our Teachers monitor student’s performance through a range of standardised tool assessments completed each term, teacher observations and overall teacher judgment (OTJ’s). The student’s assessment data is collected and entered onto eTap. We use eAistle tests for Writing, which was our area of focus in Term 3, according to previous results and student data. This data is measured according to national standards. The Lead Teacher analyses the progress of our students and discusses the results monthly with the Board.</p> |

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| 4.2.3 | Purposeful teaching <ul style="list-style-type: none"> • <i>The teachers displays efficient organisation.</i> • <i>The lessons are structured and have clarity of purpose.</i> • <i>The teachers are able to adapt their practice.</i> |
| | <p>Response: The organisation of purposeful teaching is evident in teacher's daily and weekly planning. This links to the Rise UP Academy's long-term planning and identifies the specific learning intentions and goals for students. Teachers and Academy staff meet weekly to discuss progress against goals for the Term. The lessons are well structured to cater for all levels and abilities in the classroom. They provide clear and set goals to target the needs of Rise UP Academy students. Our Teachers modify and adapt their teaching practice to improve student achievement and cater for individuals who have specific learning needs.</p> |
| 4.2.4 | The school is a learning organisation <ul style="list-style-type: none"> • <i>There is evidence of school-based staff development.</i> • <i>There is evidence of data-driven, results-based decision-making.</i> • <i>Staff development is achievement focused.</i> • <i>The schools resources are focused on student achievement outcomes.</i> • <i>There is an emphasis on performance and results.</i> • <i>Teachers and students find innovative ways of doing things.</i> |
| | <p>Response: The staff are equipped and provided with whole school professional development that supports and focuses on the identified target group and needs within the school. Decisions about staff development are driven student assessment data and the needs for the target group. The school also provides a range of resources that will equip and improve student achievement, ensuring teachers are meeting the expected standards and students are performing at a high standard. The teachers are able to provide innovative ways to help students problem solve through the Inquiry topics. The Management Team leads this development. We are currently working alongside the SAF (Student Achievement Function) team to help recognise and support our priority learners.</p> |
| 4.2.5 | Parent-community-school partnerships <ul style="list-style-type: none"> • <i>Parents are involved in meaningful ways.</i> • <i>There is a culture of shared decision making.</i> • <i>Links are evident between school and community.</i> |
| | <p>Response: There is a strong, safe, honest communication dynamic between the parents of the students and the school. This has encouraged parents to be involved in their child's learning. Parents are also participating in Rise UP Trust Building Learning Communities Parent and community based programmes. The facilitation by the Whānau Educators develops and maintains a positive relationship with the school. Whānau Educators meet with whānau individually to identify specific whānau learning plans for their children and situation, and support them to reach their self-developed goals. We have also had parent workshops focusing on ways to support parents in curriculum areas such as Numeracy. All parents are communicated and updated through newsletters, and provided with opportunities to support the school through volunteer help especially during our 3-5 Programme. Parents are also involved in their child's learning through formal and informal meetings such as 3-Way conference meetings, school reports and Parent Fono/Hui meetings held by the school.</p> |

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 | 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 (0.01x48x 44 = 21.12) | 20.24 | 12 | We have had 12 unjustified absences in the last quarter across eight students. We are monitoring these students and working closely with parents and 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 | 0 | 0 | |

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 | MEASURE: Suspensions | | | Metric: Measured through information provided to the Ministry. |
| | Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| | 0 | 0 | 0 | |

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 | MEASURE: Exclusions | | | Metric: Measured through information provided to the Ministry. |
| | Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| | 0 | 0 | 0 | |

4.4 Financial performance

See Appendix 2a and 2b: 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 | MEASURE: Operating Surplus | | | Metric: Measured through information provided to the Ministry. |
| | Performance Standard | Previous Qtr Figure (%) | Current Qtr Figure (%) | Comments |
| | 2%-5% | | | s 9(2)(b)(ii) OIA |

| | | | | |
|-------|---------------------------------------|------------------------------------|-----------------------------------|---|
| 4.4.2 | MEASURE: Working Capital Ratio | | | Metric: Measured through information provided to the Ministry. |
| | Performance Standard | Previous Qtr Figure (ratio) | Current Qtr Figure (ratio) | Comments |
| | 2:1 | 1.7:1 | 1.67:1 | |

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

| | | | | |
|-------|-------------------------------------|----------------------------|---------------------------|---|
| 4.4.4 | MEASURE: Operating Cash | | | Metric: Measured through information provided to the Ministry. |
| | Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| | Positive cashflow forecast = actual | | | s 9(2)(b)(ii) OIA |

| | | | | |
|-------|------------------------------------|----------------------------|---------------------------|--|
| 4.4.5 | MEASURE: Enrolment Variance | | | Metric: Measured through information provided to the Ministry. |
| | Performance Standard | Previous Qtr Figure | Current Qtr Figure | Comments |
| | 50 | 46 | 48 | At the end of Quarter 3, we have 48 students. We have two pre enrolments that will start in Quarter 4. |

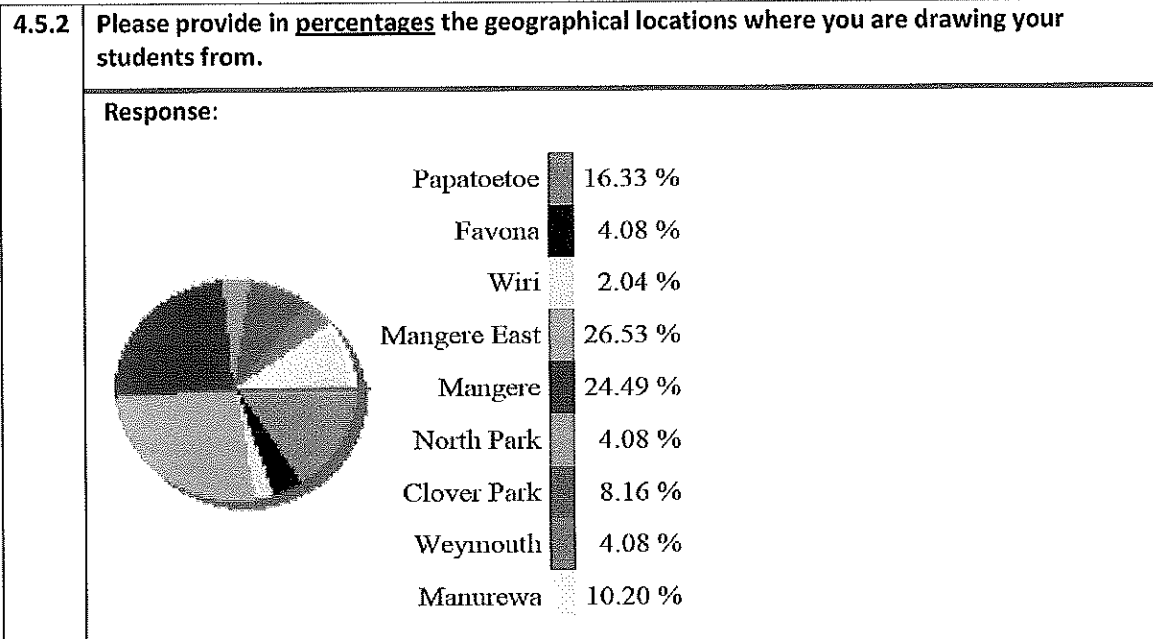
4.5 Targeting Priority Learners

- 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.

Which priority group?

- **Māori and Pasifika:** This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).
- **Students with Special Education needs:** As per your Agreement (Part 7: General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
- **Students from low socio economic backgrounds:**
 - If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background. (This is restricted to three years because families may move as their circumstances change). OR
 - Identify the closest state school that is not a school of choice (integrated/section 155/156 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

| | | | |
|-------|---|---|---|
| 4.5.1 | MEASURE: Enrolment of priority learner groups | | |
| | PERFORMANCE STANDARD: 75% | | |
| | Metric: Number of students who are Māori, Pasifika, students with Special Education needs and students from low socioeconomic backgrounds. | | |
| | Total school roll this quarter | % of student roll that identifies with at least one of the priority learner groups | % of student roll that <u>does not</u> identify with at least one of the priority learner groups |
| | 48 | 100% | 0% |
| | Comments (if any) | | |
| | | | |



5. OPERATIONAL MANAGEMENT

5.1 Property

| | |
|-------|---|
| 5.1.1 | <p>Please provide information on your school property. <i>Consider the following topics in your response:</i></p> <ul style="list-style-type: none"> 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. |
| | <p>Response: Minor property modifications have been undertaken to support fire and intruder safety procedures.</p> |

5.2 Whānau and Community Engagement Policy

| | |
|-------|---|
| 5.2.1 | <p>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. <i>Please reference your response back to specific points in your approved policy.</i></p> |
| | <p>Response: We have continued to maintain and build positive relationships with our whānau at Rise UP Academy. During 3 way conference night we had 91% attendance. We asked for parent feedback on their children's learning, our 3-5pm programme, volunteering, and communications with the school & whānau devotions. We were able to compare the parent surveys from Term 2 and Term 3 and overall there has been an improvement in how our parents feel about their children's learning and communications between home and school. From the survey 82% of our whānau felt absolutely well informed through newsletter & Facebook.</p> <p>At the three way conference evening the whānau educators had an information table set up in hall for the afterschool programme. Our parents were given a scheduled timetable of the afterschool programme for Term 4. We also communicated to our parents the need for more volunteer help for our afterschool programme.</p> <p>Our teaching staff delivered a maths night workshop with our parents so that they can support their children's maths learning at home. We had fifteen parents attend the workshop. It was a very successful night and the feedback was very positive. The feedback we received will inform the next Maths workshop. Our parents who were not able to attend we given a maths pack of resources and also were encouraged to speak with the classroom teachers on any questions they may have. The whānau educators also contacted whānau</p> |

who have children that need extra maths learning support to attend the workshop. At Rise UP Academy we value our children's culture & identity. Through the celebrations of Maori & Tongan language weeks it provided parents the opportunity to attend planning meetings, volunteer to make Hangi & Umu & teach cultural dances. The highlight for our children is the lunch celebration at the end of the week where we also invite stakeholders within our local community. There is a sense shared of ownership in planning the Language Week celebrations with our parents and staff & our children have a great time of celebrating different cultures.

Nine of our new whānau & sixteen children and eleven parents participated in our Synergy programme-I Know Who I Am. Through the family learning together on this seven week programme they developed closer relationships within the family unit & and also with other parents at the school. One of the parents commented 'I have grown a lot more with my parenting and understanding more about my child'.

Our first group of families who participated in the Path plan night reviewed their short term goals with our Whānau Educators. Our whānau are encouraged to keep going in achieving their short term goals. Through the path tool our whānau educators are able to identify the needs of whānau and provide the assistance, support that the family needs. We have built positive relationships with our whānau in which they feel comfortable in asking for help when needed. Our whānau educators ensure extra support is provided

| | | | |
|-------|---|--|---|
| 5.2.2 | Provide a list of the partnerships with other educational or community groups the school is involved with. | | |
| | Partnering Organisation | Description of the Partnership | Level of involvement students and/or staff involved; approx hours per month, resources involved etc. |
| | EDUCATIONAL ORGANISATIONS | | |
| | <i>Local school</i> | Music tuition afterschool programme-Keyboards and violin. | 1 x 30 min session per week, for 14 students. |
| | <i>Local school</i> | Volunteer help from their students for Outback Getfit programme on Monday. | 1 x 2hrs Monday 2 students |
| | COMMUNITY ORGANISATIONS AND GROUPS | | |
| | <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 & Fitness programme</i> | Contracted to deliver on school site after school. | 1 x 1.5hr session per week for 46 students. |
| | <i>Local Council facilities/programmes</i> | Use of facilities and programmes | |

5.3 Media

| | | | |
|-------|---|--------------------------------------|---|
| 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). | | |
| | 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, You Tube.</i> |
| | NEXT Magazine | Finalist 2014 Next Woman of the Year | September 2014 NEXT Magazine article |

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. | | |
| | Response: 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. | | |
| | Response: 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">• <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>• <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>• <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> |
| | <p>Response:</p> <p><i>Policies that have been amended and are attached to this document as an Appendix:</i></p> <ul style="list-style-type: none">• No policies have been amended in the last quarter. <p><i>List of policies that have not been amended:</i></p> <ul style="list-style-type: none">• <i>Health and Safety Policy & Procedures document (as approved by the Minister)</i> |

6. RISKS AND ISSUES

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

See Appendix 3: Risks and Issues Register

6.1 Risks

| | |
|-------|--|
| 6.1.1 | <p>Please detail any risks in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• <i>Definition: A risk is an uncertain event or condition that, if it occurs, has a positive or a negative effect on your objectives. Note, the event has not happened yet but there is a chance it could occur.</i>• <i>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.</i>• <i>We can plan for risk based on its probability and impact on deliverable – risks can be avoided completely, or can be minimized, or can be transferred to other party.</i> <hr/> <p>Response: Please refer to Appendix 3: Risks and Issues Register.</p> |
|-------|--|

6.2 Issues

| | |
|-------|---|
| 6.2.1 | <p>Please detail any issues in the attached Excel Spreadsheet.</p> <ul style="list-style-type: none">• <i>Definition: An issue is an event or condition that has already happened and has impacted or is currently impacting on your objectives.</i>• <i>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.</i> <hr/> <p>Response: Please refer to Appendix 3: Risks and Issues Register.</p> |
|-------|---|

| Strategic Goals | Responsible CEO/Staff | Term 1- 7th Feb- 17th April | | | Term 2- 6 MAY TO 12 JULY | | | Term 3-21 JULY TO 26 SEPT | | | Term 4-13 OCT TO 18 DEC | | |
|--|-----------------------|--|--|--|---|--|--|---|--|--|--|--|--|
| | | MILESTONES: | | | MILESTONES: | | | MILESTONES: | | | MILESTONES: | | |
| Innovative Projects Building Learning Communities 1. Demonstrate whanau outcomes and collate evidence to tell a good performance story. 2. Continue to deliver the BLC project to whanau in South Auckland and scope opportunities to collaborate and scale up. | | a. Lead RUPT whanau at Te Rua to develop PATH PLAN's b. Lead Te Rua ABC team in implementing the Rise UP Inquiry Model c. Lead 1 Hearts & Minds programme d. Lead the Kidz Club 3-5 programme e. Present Q4Cast plan (old SWP'S) f. Implement Lean & Mean Evaluation Framework g. Provide Programme report at May 8th BOT meeting—Report Due date: 9th April h. Review and update BLC programme Manual. | | | a. Continue to implement Te Rua policies and develop procedures. b. Implement 2014 Curriculum Plan-Theme: <i>One Community</i> c. Implement assessment and evaluation framework. d. Quarterly PSKH report due-31 July e. Interim Performance Reviews | | | a. Continue to implement Te Rua policies and develop procedures. b. Implement 2014 Curriculum Plan-Theme: <i>One Land</i> c. Implement assessment and evaluation framework. d. Quarterly PSKH report due-31 Oct e. Report to Parents 3-way conference | | | a. Continue to implement Te Rua policies and develop procedures. b. Implement 2014 Curriculum Plan-Theme: <i>One Voice</i> c. Implement assessment and evaluation framework. d. Quarterly PSKH report due-30 Jan 2015 e. Final Performance Reviews f. Strategic planning 2015 | | |
| The Rise UP Academy (Te Rua) 1. Continue to demonstrate Best practice Whanau Engagement strategy. 2. Support Teachers and whanau to ensure 85% of Te RUA learners are achieving at or above the National Standards. 3. To develop an effective Governance model that demonstrates strong leadership and direction in Pasifika Maori communities. | | a. Launch the TE Rua project with Opening Ceremony -7th Feb b. Understand and implement Te Rua vision, policies and develop Procedures. c. Implement 2014 Curriculum Plan-Theme: <i>One Nation-One Mind One Body</i> d. Develop assessment and evaluation framework. e. Introduce Performance Management system f. Report to parents- 3-way conference g. Quarterly Report to MOE/Community 30th April | | | a. Children will learn and demonstrate one full "Move" song- Launch "Outback Getfit Kids programme" b. Children and whanau to take part in a Fun Sports Day, organised and facilitated by the Outback Team c. Plan and Co-ordinate Fun Sports day with whanau. | | | a. Children will be physically able to take part in a 2-3k Outback Amazing Race. A fitness event that each "team" has to complete either a nutrition question or exercise task before they can move on to the next station. Running, fitness and nutrition knowledge will be tested. (Remove) | | | a. Children aged 7+ will take part in the Manikau Weetbix Tryathlon b. Children will be able to demonstrate 2-3 Outback Move songs to whanau. In assembly or awards ceremony. | | |
| The Outback Gym 1. Develop Strategic plan for 2014-2018 Outback Kidz programme 2. Continue to deliver Health & wellbeing programmes 3. Strengthen Capacity and develop QMS | | a. Implement Professional Development Plan b. -ETAP c. -The Path TRAINING d. Provide staff supervision e. Interim Performance Reviews | | | a. Continue to implement Professional Dev Plan. b. Interim Performance Reviews c. Provide staff Supervision | | | a. Implement & Review Professional Dev Plan b. Provide staff Supervision | | | a. Review Prof Dev Plan and devise 2014 plan b. Final Performance reviews & Agreements c. Provide staff Supervision | | |
| Personnel Management 1. To support staff/ volunteers to understand and embrace the Rise UP vision and new direction. 2. To provide pastoral care and professional learning opportunities so staff/volunteers will flourish in their roles and responsibilities. | CEO | a. Finalise annual board plan b. Develop Sustainability Plans c. Review Governance Policies-Terms of Reference & Constitution. d. Recruit new trustees e. Monthly BOT meetings f. Review and signoff PSKH/ASB Quarterly Milestone Reports g. Review Evaluation Framework h. Devise Policy review schedule | | | a. BOT inductions b. Monthly BOT meetings- 8th May, 3rd July c. AGM-22 May d. Interim CEO Perf review e. Signoff ASB Quarterly Milestone Reports f. Policy review schedule g. Review and signoff PSKH/ASB Quarterly Milestone Reports h. Attend STA Conference | | | a. Monthly BOT meetings b. Review and signoff ASB/PSKH Quarterly Milestone Reports c. Policy Review schedule d. Review Sustainability Plans e. Review Research/Evaluation progress. | | | a. Governance Training-EXULT conference-tbc b. Strategic Planning-Board Review c. 2015 Milestones d. CEO Final Performance Review & Agreement e. Review and signoff ASBCT/PSKH Quarterly Milestone Reports f. Develop 2015 Annual Board Plan | | |
| Governance 1. To provide direction and leadership in the planning and evaluation of existing and new projects. 2. To lead the development of The Rise UP Academy and ensure excellent Student achievement outcomes. | BOT | a. Monthly BOT meetings b. Review and signoff PSKH/ASB Quarterly Milestone Reports c. Policy review schedule d. Review and signoff PSKH/ASB Quarterly Milestone Reports e. Review Research/Evaluation progress. | | | a. Monthly BOT meetings b. Review and signoff ASB/PSKH Quarterly Milestone Reports c. Policy Review schedule d. Review Sustainability Plans e. Review Research/Evaluation progress. | | | a. Monthly BOT meetings b. Review and signoff ASB/PSKH Quarterly Milestone Reports c. Policy Review schedule d. Review Sustainability Plans e. Review Research/Evaluation progress. | | | a. Governance Training-EXULT conference-tbc b. Strategic Planning-Board Review c. 2015 Milestones d. CEO Final Performance Review & Agreement e. Review and signoff ASBCT/PSKH Quarterly Milestone Reports f. Develop 2015 Annual Board Plan | | |
| Finances & Sustainability 1. To develop a Funding and Sustainability model that ensures the resources to achieve Rise UP vision. 2. To demonstrate excellent financial stewardship. | BOT/CEO/BM Admin | a. Monthly Finance Reports. b. ASBCT-Year 5 Quarter 1 instalment paid \$83K c. Internal audit-Feb d. Prepare audited accounts for March send. e. Implement Sustainability plans f. Implement new accounting system-Xero g. Review Financial/Administration QMS | | | a. Monthly Finance Reports b. Auditors Report review c. Year 5 Q2 instalment paid d. Implement Sustainability plans | | | a. Monthly Finance Reports b. Implement Sustainability plans c. Finance QMS review | | | a. Monthly Finance Reports b. Internal audit c. End of year accounts preparation d. Draft 2015 Budget due-Oct | | |
| Stakeholder Management 1. Review our Stakeholder Management plans and scope further opportunities for collaboration. 2. Develop a new Communications Plan to Support Sustainability Plans. 3. Develop 10 year Property Plan | BOT/CEO/Staff | a. Review Stakeholder Management plan and focus on Communications strategy b. Scope and Develop ONE COMMUNITY Project plan-tbc | | | a. Implement Stakeholder Management Plan b. Report on One Community Project plan. c. Invite all Stakeholders to AGM and report on 2013 outcomes. | | | a. Implement Stakeholder management plan b. Provide update on Communications Strategy. | | | a. Review Stakeholder Management Plan and develop 2015 plan. | | |

The Rise UP Academy

Financial Performance Quarterly Reporting

Appendix 2

Quarter 3 - 1 July to 30 September 2014

| | Q1 | Q2 | Q3 | Q4 | YTD |
|----------------------------------|------------|------------|------------|----|------------|
| Total Income for Quarter | 157,701.00 | 165,810.00 | 123,000.00 | | 446,511.00 |
| Total Expenditure for Quarter | | | | | |
| Operating Surplus | | | | | |
| Total Current Assets | | | | | |
| Total Current Liabilities | | | | | |
| Working Capital | | | | | |
| Working Capital Ratio | 1.19 | 1.73 | 1.67 | | |
| Total Liabilities | | | | | |
| Total Equity | | | | | |
| Debt Equity Ratio | 0.33 | 0.56 | 0.56 | | |
| Operating Cash per Forecast | | | | | |
| Operating Cash at End of Quarter | | | | | |
| Enrolment at end of Quarter | 43 | 46 | 46 | | |
| Financial Statements Attached | Yes | Yes | Yes | | |

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

Certification

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

Signed

Name: Catherine Duncan

Date: 7 November 2014

The following seven pages of financial reports
have been deleted under section 9(2)(b)(ii) OIA.

6.1 Risk Register

| # | 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 | |
|---|-----------------------|-------------|---------------------------|---|---------------------|-----------------|-----------------------|----------------------|--|---------------------------|---|
| | Risk No. | 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 | Please detail any support you require from the Ministry to manage the risk. Please be specific. |
| | 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 have submitted 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. |