

RISE UP ACADEMY

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	879
Principal:	Sita Selupe
School Address:	6C Court Town Close, Mangere
School Postal Address:	6C Court Town Close, Mangere, Auckland, 2022
School Phone:	09 276 8727
School Email:	accounts@riseuptrust.org.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Sally Ikinofa	Chairperson	Appointed	Public Servant	Next AGM
Sita Selupe	Principal	ex Officio		
Kevin Pasene	Parent Rep	Appointed	IT Engineer	Next AGM
Anna Holloway	Parent Rep	Select one		
Uluomatootua Aiono	Other	Appointed	Entrepreneur	Next AGM
Bruce Levi	Other	Appointed	General Manager	Next AGM
Taulu Schuster	Other	Appointed	Pastor	Next AGM
Maggie Winterstein	Other	Appointed	Barrister	Next AGM

Accountant / Service Provider:	Education Services Ltd
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RISE UP ACADEMY

Annual Report - For the year ended 31 December 2019

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Rise UP Academy

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Sally Ikinofo
Full Name of Board Chairperson

Agkinofo
Signature of Board Chairperson

3/12/20
Date:

Nahusita Selupe
Full Name of Principal

[Signature]
Signature of Principal

3/12/20
Date:

Rise UP Academy

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	1,009,044	288,572	400,734
Locally Raised Funds	3	91,208	78,500	7,514
Interest income		7,695	3,000	362
		<u>1,107,947</u>	<u>370,072</u>	<u>408,610</u>
Expenses				
Locally Raised Funds	3	9,346	1,500	184
Learning Resources	4	616,466	196,472	87,538
Administration	5	146,346	215,304	-
Finance		-	600	-
Property	6	249,843	52,455	1,654
Depreciation	7	7,075	30,000	-
		<u>1,029,076</u>	<u>496,331</u>	<u>89,376</u>
Net Surplus / (Deficit) for the year		78,871	(126,259)	319,234
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>78,871</u>	<u>(126,259)</u>	<u>319,234</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Rise UP Academy
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		319,234	319,234	-
Total comprehensive revenue and expense for the year		78,871	(126,259)	319,234
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	19	398,105	192,975	319,234
Retained Earnings		398,105	192,975	319,234
Equity at 31 December		398,105	192,975	319,234

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Rise UP Academy
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	131,860	61,637	370,600
Accounts Receivable	9	57,753	28,432	28,432
GST Receivable		5,113	-	-
Prepayments		964	-	-
Inventories	10	3,729	-	-
Investments	11	226,155	-	-
		<u>425,574</u>	<u>90,069</u>	<u>399,032</u>
Current Liabilities				
GST Payable		-	-	46,704
Accounts Payable	13	68,771	33,094	33,094
Provision for Cyclical Maintenance		-	-	-
		<u>68,771</u>	<u>33,094</u>	<u>79,798</u>
Working Capital Surplus/(Deficit)		<u>356,803</u>	<u>56,975</u>	<u>319,234</u>
Non-current Assets				
Property, Plant and Equipment	12	41,302	136,000	-
		<u>41,302</u>	<u>136,000</u>	<u>-</u>
Non-current Liabilities				
		<u>-</u>	<u>-</u>	<u>-</u>
Net Assets		<u>398,105</u>	<u>192,975</u>	<u>319,234</u>
Equity		<u>398,105</u>	<u>192,975</u>	<u>319,234</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Rise UP Academy
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		285,025	288,572	313,337
Locally Raised Funds		73,826	77,000	-
Goods and Services Tax (net)		(51,817)	-	46,704
Payments to Employees		(75,159)	(125,560)	-
Payments to Suppliers		(202,552)	(394,375)	2,683
Interest Paid		-	(600)	-
Interest Received		6,468	3,000	362
Net cash from Operating Activities		35,791	(151,963)	363,086
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(48,376)	(157,000)	-
Purchase of Investments		(226,155)	-	-
Net cash from Investing Activities		(274,531)	(157,000)	-
Cash flows from Financing Activities				
Owners Contributions		-	-	7,514
Net cash from Financing Activities		-	-	7,514
Net increase/(decrease) in cash and cash equivalents		(238,740)	(308,963)	370,600
Cash and cash equivalents at the beginning of the year	8	370,600	370,600	-
Cash and cash equivalents at the end of the year	8	131,860	61,637	370,600

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

Rise UP Academy

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Rise UP Academy (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 23.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$ are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and Equipment	10-20 years
Information and Communication Technology	5 years
Motor Vehicles	5 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

w) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	273,009	271,572	-
Teachers' Salaries Grants	525,479	-	86,644
Use of Land and Buildings Grants	197,565	-	-
Resource Teachers Learning and Behaviour Grants	758	-	-
Other MoE Grants	12,233	17,000	314,090
	<u>1,009,044</u>	<u>288,572</u>	<u>400,734</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	-	-	7,514
Bequests & Grants	70,000	70,000	-
Activities	4,990	4,000	-
Trading	1,818	1,500	-
Other Revenue	14,400	3,000	-
	<u>91,208</u>	<u>78,500</u>	<u>7,514</u>
Expenses			
Activities	6,651	-	184
Trading	2,695	1,500	-
	<u>9,346</u>	<u>1,500</u>	<u>184</u>
<i>Surplus for the year Locally raised funds</i>	<u>81,862</u>	<u>77,000</u>	<u>7,330</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	35,041	81,362	141
Employee Benefits - Salaries	561,724	88,110	87,397
Staff Development	13,871	16,500	-
ICT	4,956	4,500	-
R&M/Minor Purchases	874	6,000	-
	<u>616,466</u>	<u>196,472</u>	<u>87,538</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,165	5,500	-
Board of Trustees Fees	6,630	8,000	-
Board of Trustees Expenses	41,723	123,083	-
Communication	5,203	2,360	-
Consumables	8,509	4,000	-
Operating Lease	2,001	4,200	-
Other	8,675	8,810	-
Employee Benefits - Salaries	43,652	37,450	-
Insurance	4,873	1,061	-
Service Providers, Contractors and Consultancy	13,743	20,840	-
International Travel	2,172	-	-
	146,346	215,304	-

During the year ended 31 December 2019, the Principal travelled to Niue as a member of NZPPA (New Zealand Pasifika Principals Association) at a cost of \$2,172. The purpose of the travel was to visit the ECE Centre, primary and secondary schools and provide support in the way of mentoring, support and guidance to two NZPPA Principals in Niue. The travel was funded by the Board under the the Board of Trustees expense budget.

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	32,495	28,670	1,654
Heat, Light and Water	10,346	9,500	-
Repairs and Maintenance	5,471	10,157	-
Use of Land and Buildings	197,565	-	-
Security	582	480	-
Rental Costs	3,384	3,648	-
	249,843	52,455	1,654

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	5,994	30,000	-
Information and Communication Technology	141	-	-
Motor Vehicles	940	-	-
	7,075	30,000	-

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	128,993	61,637	168,419
Bank Call Account	2,867	-	2,181
Short Term Bank Deposits			200,000
Cash equivalents for Cash Flow Statement	131,860	61,637	370,600

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	17,382	-	-
Interest Receivable	1,227	-	-
Teacher Salaries Grant Receivable	39,144	28,432	28,432
	57,753	28,432	28,432
Receivables from Exchange Transactions	18,609	-	-
Receivables from Non-Exchange Transactions	39,144	28,432	28,432
	57,753	28,432	28,432

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Uniforms	3,729	-	-
	3,729	-	-

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	226,155	-	-
Total Investments	226,155	-	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Furniture and Equipment	-	43,850	-	-	(5,994)	37,856
Information and Communication Technology	-	2,376	-	-	(141)	2,235
Motor Vehicles	-	2,151	-	-	(940)	1,211
Balance at 31 December 2019	-	48,377	-	-	(7,075)	41,302

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Furniture and Equipment	43,849	(5,993)	37,856
Information and Communication Technology	2,376	(141)	2,235
Motor Vehicles	2,151	(940)	1,211
Balance at 31 December 2019	48,376	(7,074)	41,302

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	-	-	-	-	-	-
Balance at 31 December 2018	-	-	-	-	-	-

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
	-	-	-
Balance at 31 December 2018	-	-	-

13. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating Creditors	19,277	4,662	4,662
Accruals	5,665	-	-
Employee Entitlements - Salaries	39,144	28,432	28,432
Employee Entitlements - Leave Accrual	4,685	-	-
	68,771	33,094	33,094
Payables for Exchange Transactions	68,771	33,094	33,094
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	68,771	33,094	33,094

The carrying value of payables approximates their fair value.

14. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

15. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	7,042	-
Full-time equivalent members	0.39	-
<i>Leadership Team</i>		
Remuneration	293,067	33,709
Full-time equivalent members	3.37	1.00
Total key management personnel remuneration	300,109	33,709
Total full-time equivalent personnel	3.76	1.00

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	30 - 40
Benefits and Other Emoluments	3 - 4	0 - 1
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	0.00	0.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

16. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

18. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

19. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

20. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	131,860	61,637	370,600
Receivables	57,753	28,432	28,432
Investments - Term Deposits	226,155	-	-
Total Financial assets measured at amortised cost	415,768	90,069	399,032

Financial liabilities measured at amortised cost

Payables	68,771	33,094	33,094
Borrowings - Loans	-	-	-
Finance Leases	-	-	-
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	68,771	33,094	33,094

21. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

22. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

23. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

24. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF RISE UP ACADEMY'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Rise Up Academy (the School). The Auditor-General has appointed me, Paul Lawrence, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 7 December 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 21 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance Report and Kiwi Sport Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Paul Lawrence
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland New Zealand

<p style="text-align: center;">RISE UP ACADEMY Analysis of Variance Reporting For the year ending 31st December 2019</p>		
School	Rise Up Academy	879

Focus	Literacy Years 1-3		
Strategic Aim	All students are able to access The New Zealand Curriculum		
Annual Aim	Increase the number of students achieving at and above (NZC) in Reading by the end of 40 weeks, 80 weeks and 120 weeks		
2019	In 2019 we wanted to improve Reading for Years 1-3. In 2019 our goal was to shift all students to AT and or AB using NZC.		
Baseline Data	Baseline data identified and targeted all boys and girls in Years 1-3 achieving below and well below in Reading.		
	Variance Report for the Year Ended 31 st December 2019		
Annual Target 85% of all students to be AT or AB in Reading and Writing	Baseline 2018	Numbers 'At' or 'AB' 2019	Variance

40 weeks:	50% (7/14) WB/B	50%	35% (2)
80 weeks:	45% (5/11) WB/B	78%	7% (2)
120 weeks:	25% (3/12) WB/B	50%	35% (4)
2019- Literacy Target 85% of all students to be AT or AB in Reading and Writing.			
40weeks: 50% (2) students met target in Reading (- 35% 2 students)			
80weeks: 78% students met target in Reading (-7% 2 students)			
120weeks: 50% students met target in Reading (-35% 4 students)			

Our school

The above results are reported from 63 out of the 72 students, 9 students had not completed their 40weeks (time at school) at the end of 2019. Just to note that 5 of these 9 students will be included in Term 2 when we do the Teacher Judgements at Mid year. All students will be included in the EOY data in 2020.

What happened in 2019

In Reading, Writing & Maths we did not achieve our target of 85% of students sitting within the 'AT' and 'Above' band. For Reading 44/63 met the target with 19 students still sitting within the WB- B band. It is important to note that 10 of the 19 students have Special Needs status and 3 have ESOL funding or had. However, in all year levels there have been some good shifts in particular Year's 2, 4, 5, 6, 7 & 8. There has been a schoolwide focus on instructional reading and clear expectations have been developed with staff. As a result, there have been some very deliberate acts of teaching by teachers in the classroom, literacy expectations established, staff meetings focussed on Teaching and Learning' and encouraging the aspect of 'Teaching as Inquiry'. We have utilised our Mutukaroa coordinator Junior Specialist teacher who has worked both with students and staff to identify 'gaps' in student knowledge and planning next steps.

We have revisited 'Guided Reading' as a school and have developed clear expectations of what this should look like in our classrooms during Literacy time. We have also encouraged the need to ensure our students get as much opportunity to 'practice'

reading and to ensure we are unpacking with students where they are at, where they should be and what they need to do to move further in their learning. A focus has also been for teachers to align why they make decisions they do for their students, so that they are inquiring into their own practice. Leaders are becoming increasingly aware of the needs of their teams through regular walkthroughs and observations and giving timely feedback both individually and as a collective staff. Support from a Junior specialist teacher has helped both teachers and students identify gaps in Reading and Writing. This has been paramount to ensure teachers are teaching the necessary foundation skills to ensure our Juniors are well prepared for their next learning steps. Learning Assistants have worked with target students using specific programmes eg 360 programme.

Our 2020 Targets in Reading

Years 1-3: Move 5/13 students into the AT or AB band in Reading. *(Note this number will increase as we have 9 students to add in the beginning of year according to their anniversaries.) 2020 number of students will increase to 22 (no. does not include new students) (2 from B to AT & 3 from AT to AB)*

Years 4-8: Move 16/42 students into the AT or AB band in Reading. *(Note: This number will change with 2 families moving) (3 from B to AT, 13 from AT to AB)*

Years 1-8: Maintain current AB students' within the AB band and/or increase the total of students moving from B & AT to AB band. *(Maintain the 22 AB students on AB and show increase of 15 students in the AB band)*

What we are going to do to reach our Targets in 2020

Leadership Team: Know who these students are, and also monitor during class visits. Discuss and review, develop appropriate systems to ensure alignment and coherence for student progress. E.g. ALim/ALL intervention.

Target students: Identify target students in week 1 and 2 of Term 1. Teachers' to meet with their target student's family at least once per term, share goals and work collaboratively with whanau. Teachers to liaise with SENCO and follow due processes to identify, and or develop appropriate education plans for these students.

Teacher pedagogy/Learning Conversations: We want to create an Evidence Based culture where teachers are trialling strategies that have been used and researched etc. We are expecting teachers to make deliberate decisions with Target students and unpack the impact of these decisions for student learning. We have developed a 'Rise Up Teaching as Inquiry' speaking frame which will be used to support teachers every week. This will happen every week with a focus on Reading, Writing and Maths. There will also be close alignment to teachers goals for Appraisal.

Guided Reading: We want to embed this practice daily using appropriate texts. Planning Guidelines have been revamped to show clear expectations and we will plan timely Professional Development regarding choosing appropriate texts, relevant follow up tasks etc. Leadership to provide appropriate support.

Assess to Learn/Locus of control: Both Leaders and Teachers have identified the need to make learning explicit and in child speak so that students can articulate what they are learning and why? We also as a school expect all students to articulate where they are at (NZC level), know where they should be (NZC level) and can articulate what they need to do to shift or make the necessary progress. Teachers will be reminded regularly to 'weave in' and 'embed' principles of Assess for Learning (AFL). (eg. Teachers must mark targeted students books and give feedback on a daily basis and must share assessment data and discuss smart goals with students)

Oral Language: Teachers include structured Oral Language methodologies that work with ESOL students as this will support the learners who have Special Learning needs as well.

Spelling programme: There is much needed consistency with Spelling. We are exploring 2 programmes and will invest in Professional Development if we need and timing permits,, otherwise we will develop our own Rise Up initial Spelling programme that will include Essential Lists and Topic based vocabulary.

Homework Guidelines: Homework guidelines are being reviewed to ensure that there are clear systems established to ensure ALL students take home readers every night.

Professional Development: ALL staff to engage with PD and trial recommendations. We also hope to engage in some Professional Development in using PACT and e-asTTle.

AoV Analysis of Variance

Rise UP Academy 2019

Sharp Minds, Strong Bodies, Good Hearts.

2019 PLAN	2019 ACTUAL OUTCOMES
<p>LEAD THE STRATEGIC DIRECTION AND TRANSITION OF RISE UP ACADEMY AS A PASIFIKA VALUES BASED AND PASIFIKA INQUIRY LEARNING FOUNDED DESIGNATED CHARACTER SCHOOL TO ACCELERATE STUDENT ACHIEVEMENT.</p> <ul style="list-style-type: none">• Develop Change Management and stakeholder plans for Designated Character School.• Consolidate new Personnel policies and systems.• Lead succession planning and restructure of Board and Staff.• Ministry support transition and Property requirements.	<ol style="list-style-type: none">1. The changeover for I.T is progressing. The website funding application to Lion Foundation has been submitted.2. We await the Sir Douglas Bader Intermediate Health & Safety- Emergency procedures etc.3. EBOT roles and responsibilities delegated and trustees understand NAGS and roles have been delegated.4. Heather Barrar has provided an updated Appraisal report- Appraisal subcommittee to comment - MW/UA5. See Appendix- Property Report
2019 PLAN	2019 ACTUAL

Improve Assessment procedures for purposeful and accurate data to inform teaching and accelerate learning in Literacy-Years 1-4.

All Teachers are confident and competent in measuring the Learning progressions in Writing and Reading

2. Moderation processes reflect PACT alignment with e-asttle writing sample and everyday artefacts.

3. Management systems and planning dates align with the Assessment Procedures manual.-

4. Staff are effectively communicating student learning progress and next steps in: Staff meetings- 3 week cycle, PLG's, PPM's, and reporting to parents.

5. Staff, students, parents and Board of Trustees collaborate and contribute to the Ministry of Education review process of the transition towards National Monitoring.

6. Students articulating their learning progress and monitoring their goals

1. The teachers demonstrate the use of the learning progressions within their planning, however we will continue to unpack the Learning Progressions during our learning conversations and staff PD to ensure teachers are confident and competent individually.
2. We will explore the Professional Development for PACT in early 2020. We were unable to implement the PACT tool this year due to other priorities i.e. property.
3. The Assessment overview has been drafted with a few minor details to add i.e. Inquiry Assessment. We have clarified and implemented our learning conversations process so that teachers will now be sharing every week about their focus on students' progress and the impact of teacher decisions i.e. reading, writing and maths .
5. The Whanau fono with parents to discuss the changes to National monitoring did not happen this year. Whanau Educators will ensure the path plan sessions will be the place to communicate the transition towards National monitoring.
6. We have identified as a leadership team and school that there is room for improvement in this area. Expectations of students articulating their Levels and next steps have been unpacked with all staff and students. There will be continuous support for teachers by leaders to ensure that this happens.

7. Lateness/Attendance

Term 1 Total late passes: 236 Amount of children who are late has reduced compared to last year's data.

Term 2: Total late passes: 335

Term 3: Total late passes: 321

Term 4: Total late passes: 289

Whanau reports and end of year school reports have communicated lateness and attendance.

Unjustified absences:

Term 1: 11

Term 2: 12

Term 3: 91

Term 4: 147

Development Areas CONTINUED

3. CREATE A LEARNING COMMUNITY WHERE STUDENTS FEEL SAFE AND SECURE AT SCHOOL AND AT HOME.

MALAGA | JOURNEY

Teachers Planning integrates ESOL within Literacy programmes in the years 1-3-See LIFT plans

2. Specialised Literacy Teacher Support for years 1-3

3. Teacher aide supporting focus students using the Quick 60 & LLI programmes

4. Focus students accelerated learning, and tracking towards curriculum level.

5. Develop effective systems for SENCO portfolio-physical and digital files in Shared Drive.

6. Literacy resources have good systems and teachers are maintaining them.

1. New staff are familiar with behaviour management strategies. Induction and Appraisal processes include Behaviour Management Plan

2. Number of behaviour contracts is reduced. Pastoral Care Register-

3. Students previously and currently on well-being plans will be added to focus student list to monitor their well-being.

4. Seamless communication with classroom and whanau ed's on Pastoral care and well-being plans.- Pastoral Care monthly report

5. Whanau have wrap around service to support well-being of the child & whanau e.g. ATWC counselling, Variety Club, Affirming Works etc

2019

1. Teachers have started to use the ELLPs to inform teaching and next steps. Leaders will help scaffold teachers become more familiar with these documents. We might explore outside support to unpack with the whole school.

2. Mutukaroa coordinator work with one on one and groups, has made a good impact on students' progress. She has also helped and mentored Ernestine new entrant teacher in terms of planning and Assessment.

3. The Quick 60 programme has continued to do well to support student reading progressions.

4. See appendix Final Data

5. SENCO systems & processes have been set in place. Sisi will work alongside SENCO to refine the systems & processes in 2020.

6. The system that was implemented by Jan worked well and made teachers access to the resources easy, however moving into the new space and property for 2020 we will need to review and make changes if needed.

The children's behaviour has been excellent. The teachers have maintained a high standard of expectations and kept learning programmes going so that children are engaged with learning in the classroom.

6. Referral organisations are regularly updated with Rise UP Trust activities and vice versa. Stakeholder Management plan-monthly updates
7. New Access database documents the journey of a Rise UP Whanau and all interventions.
8. Mid year survey and Well-being survey reflect positive reinforcement in the classroom

2. Term 4: No children have been on behaviour contracts this term to date. Pastoral care: 2 children were on Pastoral care this term due to a change in family circumstances and regulating emotions. One of our whanau had notified the SENCO & classroom teacher about concerns for their child's behaviour at home. This child was provided wrap around support from a family member and the path goals were communicated to the classroom teacher.

The student achievement data has been completed. This will be the baseline data for next year and the focus students will be put together for Term 1.

4. Whanau educators are continuing to communicate with teachers and students who have been on Pastoral care.

5. There have been no referrals to other agencies for our whanau this term. However one whanau had accessed a family member who is a trained path facilitator to discuss path goals specifically for one of our children.

6. Whanau Educators are in the process of updating referral organisation systems. Relationships with stakeholders are continuing to be maintained.

7. The database training will begin in 2020.

8. Well -being survey was carried out on 22nd October with 3 students. The results were discussed with the Staff and Board of Trustees at the strategic planning day. There has been an improvement in prosocial strategies from the children who participated in the survey.

FULLY ENGAGED WHANAU

4. BUILDING LEARNING COMMUNITIES OF FULLY ENGAGED, EMPOWERED AND FLOURISHING WHANAU.

MAAGA | VILLAGE

1. Student achievement data improves for the Focus students.
2. Focus whanau -case Studies/whanau reports demonstrate application of learning journey. What are we doing now?
3. Mutukaroa systems support whanau engagement and teacher planning and assessment.
4. Komiti Tupu Mai members work in partnership with the board for the strategic direction of the school.
5. Implement database to capture outcomes for 10 year longitudinal study & capture the journey of a whanau
6. 80% of Focus whanau attend 'Reading Together Programme'.
7. 90 % of whanau are participating in the Good To GO Volunteer Arm.

Comments:

1. There has been an improvement in the student achievement data for some of our focus students.
 2. 41 Whanau reports were completed for all the whanau. It was great to hear how the parents have applied the tools they have learnt from the BLC programmes with their children at home.
 3. Mutukaroa -Parent feedback has been positive. The Mutukaroa co-ordinator and Junior school team leader have worked more closely this term and will continue to do so next year.
 4. Komiti Tupu Mai supported the 'Carols on the Lawn' event with a free sausage sizzle last Sunday 8th December. They have also supported the working bees this term. Tasha Lilo & Mike Feao attended the strategic planning day and were able to provide the parent voice at the meeting.
 5. The database will be implemented next year.
 6. 72% of our focus whanau attended the 'Ignite a Fire for Reading Programme' this year. Parents have been implementing the strategies learnt at the workshop.
 7. Volunteer Good TO Go Arm: These stats will increase and change because there are two working bees on the 13th & 14th December.
- 13/ 41 Whanau have completed the 40 hour volunteer service. 35/ 41 Whanau have started their volunteer journey. We have 85% of our families who have contributed to their voluntary hours with 44% who have reached or exceeded past the half-way mark. 13 families completed their voluntary hours for the year. We are getting closer to our goal of 1640hrs for the year. We are currently just past the half-way mark at 51% which is a total of 839.5 hrs.

RISE UP ACADEMY

KIWISPORTS FUNDING REPORT FOR THE YEAR ENDED 31 DECEMBER 2019

Kiwisports is a Government funding initiative to support students' participation in organised sports. In 2019, the school received total Kiwisports funding of \$1,371 (excluding GST).

The funding was spent on Sports equipment for schoolwide use.

Yours sincerely,

Sita Selupe

Principal