

RISE UP ACADEMY

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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	Term Expires/ Expired
Sally Ikinofu	Chairperson	Appointed	Next AGM
Sita Selupe	Principal	ex Officio	
Kevin Pasene	Parent Rep	Appointed	Next AGM
Anna Holloway	Parent Rep	Appointed	Next AGM
Mike Fe'ao	Parent Rep	Appointed	Next AGM
Uluomatootua Aiono	Other	Appointed	Next AGM
Bruce Levi	Other	Appointed	Next AGM
Taulu Schuster	Other	Appointed	Next AGM
Maggie Winterstein	Other	Appointed	Next AGM
Cecily Taufelila		Appointed	Next AGM
Accountant / Service Provider:		Education Services Ltd	

RISE UP ACADEMY

Annual Report - For the year ended 31 December 2020

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Rise UP Academy

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Sally Ikinofu

Full Name of Board Chairperson

A Ikinofu

Signature of Board Chairperson

08.6.2021

Date:

Nahusita Selupe

Full Name of Principal

Selupe

Signature of Principal

8th June 2021

Date:

Rise UP Academy

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,425,565	823,326	1,009,044
Locally Raised Funds	3	10,732	5,000	91,208
Interest income		5,918	4,000	7,695
		<u>1,442,215</u>	<u>832,326</u>	<u>1,107,947</u>
Expenses				
Locally Raised Funds	3	3,719	-	9,346
Learning Resources	4	716,395	667,743	616,466
Administration	5	107,299	155,700	146,346
Finance		478	478	-
Property	6	566,496	52,318	249,843
Depreciation	7	8,902	5,082	7,075
Loss on Disposal of Property, Plant and Equipment		7,751	-	-
		<u>1,411,040</u>	<u>881,321</u>	<u>1,029,076</u>
Net Surplus / (Deficit) for the year		31,175	(48,995)	78,871
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>31,175</u>	<u>(48,995)</u>	<u>78,871</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 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		398,105	398,105	319,234
Total comprehensive revenue and expense for the year		31,175	(48,995)	78,871
Capital Contributions from the Ministry of Education				
Equity at 31 December	21	429,280	349,110	398,105
Retained Earnings		429,280	349,110	398,105
Equity at 31 December		429,280	349,110	398,105

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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	279,925	32,947	131,860
Accounts Receivable	9	21,311	57,753	57,753
GST Receivable		5,444	5,113	5,113
Prepayments		1,774	964	964
Inventories	10	5,254	3,729	3,729
Investments	11	130,780	226,155	226,155
		<u>444,488</u>	<u>326,661</u>	<u>425,574</u>
Current Liabilities				
Accounts Payable	13	74,974	68,771	68,771
Finance Lease Liability - Current Portion	14	2,636	-	-
		<u>77,610</u>	<u>68,771</u>	<u>68,771</u>
Working Capital Surplus/(Deficit)		366,878	257,890	356,803
Non-current Assets				
Property, Plant and Equipment	12	66,026	91,220	41,302
		<u>66,026</u>	<u>91,220</u>	<u>41,302</u>
Non-current Liabilities				
Finance Lease Liability	14	3,624	-	-
		<u>3,624</u>	<u>-</u>	<u>-</u>
Net Assets		<u>429,280</u>	<u>349,110</u>	<u>398,105</u>
Equity		<u>429,280</u>	<u>349,110</u>	<u>398,105</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		328,681	293,326	285,025
Locally Raised Funds		27,739	5,000	73,826
Goods and Services Tax (net)		(331)	-	(51,817)
Payments to Employees		(114,216)	(89,293)	(75,159)
Payments to Suppliers		(170,669)	(254,631)	(202,552)
Interest Paid		(478)	(478)	-
Interest Received		6,051	4,000	6,468
Net cash from/(to) Operating Activities		76,777	(42,076)	35,791
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(23,116)	(55,000)	(48,376)
Purchase of Investments		(80,010)	-	(226,155)
Proceeds from Sale of Investments		175,385	-	-
Net cash from/(to) Investing Activities		72,259	(55,000)	(274,531)
Cash flows from Financing Activities				
Finance Lease Payments		(971)	(1,837)	-
Net cash from/(to) Financing Activities		(971)	(1,837)	-
Net increase/(decrease) in cash and cash equivalents		148,065	(98,913)	(238,740)
Cash and cash equivalents at the beginning of the year	8	131,860	131,860	370,600
Cash and cash equivalents at the end of the year	8	279,925	32,947	131,860

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 Statement of Cash Flows 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 2020

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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 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".

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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note .

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 carry forward 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 (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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.

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.

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:

Building Improvements	
Furniture and Equipment	8 - 18 years
Information and Communication	5 - 7 years
Motor Vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease

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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. It's 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, and also annual leave earned, by non teaching staff, 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) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

s) 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).

t) Financial Instruments

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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.



u) 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.

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

v) 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.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

x) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	295,520	293,326	273,009
Teachers' Salaries Grants	568,548	530,000	525,479
Use of Land and Buildings Grants	515,906	-	197,565
Resource Teachers Learning and Behaviour Grants	512	-	758
Other MoE Grants	45,079	-	12,233
	<u>1,425,565</u>	<u>823,326</u>	<u>1,009,044</u>

The school has opted in to the donations scheme for this year. Total amount received was \$10,350.

Other MOE Grants total includes additional COVID-19 funding totalling \$2,331 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	286	-	-
Bequests & Grants	4,950	5,000	70,000
Activities	926	-	4,990
Trading	3,370	-	1,818
Other Revenue	1,200	-	14,400
	<u>10,732</u>	<u>5,000</u>	<u>91,208</u>
Expenses			
Activities	132	-	6,651
Trading	3,587	-	2,695
	<u>3,719</u>	<u>-</u>	<u>9,346</u>
<i>Surplus for the year Locally raised funds</i>	<u>7,013</u>	<u>5,000</u>	<u>81,862</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	66,131	68,400	40,871
Employee Benefits - Salaries	644,947	581,843	561,724
Staff Development	5,317	17,500	13,871
	<u>716,395</u>	<u>667,743</u>	<u>616,466</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,835	6,000	9,165
Board of Trustees Fees	7,600	10,000	6,630
Board of Trustees Expenses	18,214	32,500	41,723
Communication	2,941	10,830	5,203
Consumables	4,474	5,800	8,509
Operating Lease	6,821	4,200	2,001
Other	13,405	14,470	8,675
Employee Benefits - Salaries	37,334	37,450	43,652
Insurance	922	3,700	4,873
Service Providers, Contractors and Consultancy	9,753	30,750	13,743
International Travel	-	-	2,172
	<u>107,299</u>	<u>155,700</u>	<u>146,346</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	30,886	35,000	32,495
Heat, Light and Water	5,009	7,318	10,346
Repairs and Maintenance	9,970	10,000	5,471
Use of Land and Buildings	515,906	-	197,565
Security	3,334	-	582
Rental Costs	1,391	-	3,384
	<u>566,496</u>	<u>52,318</u>	<u>249,843</u>

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Furniture and Equipment	3,532	4,306	5,994
Information and Communication Technology	2,507	101	141
Motor Vehicles	431	675	940
Leased Assets	2,432	-	-
	<u>8,902</u>	<u>5,082</u>	<u>7,075</u>

8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	276,965	32,442	128,993
Bank Call Account	2,960	505	2,867
Cash and cash equivalents for Statement of Cash Flows	<u>279,925</u>	<u>32,947</u>	<u>131,860</u>

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

9. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	375	17,382	17,382
Interest Receivable	1,094	1,227	1,227
Teacher Salaries Grant Receivable	19,842	39,144	39,144
	<u>21,311</u>	<u>57,753</u>	<u>57,753</u>
Receivables from Exchange Transactions	1,469	18,609	18,609
Receivables from Non-Exchange Transactions	19,842	39,144	39,144
	<u>21,311</u>	<u>57,753</u>	<u>57,753</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Uniforms	5,254	3,729	3,729
	<u>5,254</u>	<u>3,729</u>	<u>3,729</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	130,780	226,155	226,155
Total Investments	<u>130,780</u>	<u>226,155</u>	<u>226,155</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	37,856	11,858	(6,971)	-	(3,532)	39,211
Information and Communication Technology	2,235	21,422	-	-	(2,507)	21,150
Motor Vehicles	1,211	-	(780)	-	(431)	-
Leased Assets	-	8,097	-	-	(2,432)	5,665
Balance at 31 December 2020	41,302	41,377	(7,751)	-	(8,902)	66,026

The net carrying value of equipment held under a finance lease is \$5,665 (2019: \$0)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	46,283	(7,072)	39,211
Information and Communication Technology	23,799	(2,649)	21,150
Leased Assets	8,097	(2,432)	5,665
Balance at 31 December 2020	78,179	(12,153)	66,026

	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

13. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	12,279	19,277	19,277
Accruals	5,835	5,665	5,665
Banking Staffing Overuse	3,983	-	-
Employee Entitlements - Salaries	52,652	39,144	39,144
Employee Entitlements - Leave Accrual	225	4,685	4,685
	<u>74,974</u>	<u>68,771</u>	<u>68,771</u>
Payables for Exchange Transactions	74,974	68,771	68,771
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>74,974</u>	<u>68,771</u>	<u>68,771</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the End of the Year	-	-	-
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>

The School has confirmed with the Ministry of Education that it currently does not have a requirement to provide for cyclical maintenance.

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	3,086	-	-
Later than One Year and no Later than Five Years	3,858	-	-
	<u>6,944</u>	<u>-</u>	<u>-</u>

16. 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.

17. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	7,600	7,042
Full-time equivalent members	0.17	0.39
<i>Leadership Team</i>		
Remuneration	379,371	293,067
Full-time equivalent members	4.00	3.37
Total key management personnel remuneration	386,971	300,109
Total full-time equivalent personnel	4.17	3.76

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	-
	0.00	0.00

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

18. 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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

21. 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.

22. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	279,925	32,947	131,860
Receivables	21,311	57,753	57,753
Investments - Term Deposits	130,780	226,155	226,155
Total Financial assets measured at amortised cost	432,016	316,855	415,768

Financial liabilities measured at amortised cost

Payables	74,974	68,771	68,771
Borrowings - Loans	-	-	-
Finance Leases	6,260	-	-
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	81,234	68,771	68,771

23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF RISE UP ACADEMY'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

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 20, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 11 June 2021. This is the date at which our opinion is expressed.

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

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.

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.

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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Responsibilities of the Board for the financial statements

The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance 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

RISE UP ACADEMY-879

ANALYSIS OF VARIANCE 2020



Sharp Minds, Strong Bodies and Good Hearts
Raising Leaders One Child at a Time.
When we enrol your child, we enrol your whanau.

Our best generation Yet!

ANNUAL GOALS AND OBJECTIVES 2020	OUTCOMES
MAAGA VILLAGE 1 EFFECTIVE GOVERNANCE Lead the Strategic Direction and settling of Rise UP Academy in the new temporary property to accelerate student achievement.	
OBJECTIVE ONE Review the transition changes and the relevant policies to ensure Health & Safety of staff and students. NAG 2, NAG 5 1. RUA policies are reviewed each quarter. SI MF 2. Board Governance Manual is updated with a clear schedule of delegations for Trustees. SI MF 3. QMS review for all relevant domains i.e Finance, UA KP, Property, UA KP MF, Emergency Procedures, AH TS NL, Personnel BL MW. 4. Signed Memorandum of Understanding with Sir Douglas Bader Intermediate. AH TS NL 5. The Emergency Procedures manual is updated in alignment with SDBI. AH TS NL.	1. Completed 2. Completed 3. Completed and amendments made. 4. Completed 5. Completed

<p>OBJECTIVE TWO Lead the Board succession plans for the trustees elections. SI MF NAG 1, NAG 2, NAG 3</p> <ol style="list-style-type: none"> 1. Schedule of Board delegations is integrated into the Annual Board plan and Meeting agendas. 2. The Governance Training Plan is in place for 2020. All Trustees are confident in knowledge of monitoring NAG's. 3. Trustee inductions process successfully completed with clarity of Komiti Tupu Mai representation. 	<ol style="list-style-type: none"> 1. Progressing well. 2. Progressing well. 3. Progressing well.
<p>OBJECTIVE THREE Ministry source and find long term property requirements. UA KP MF NAG 4</p> <ol style="list-style-type: none"> 1. Monthly Board meetings provide Property Acquisition Milestone updates. 2. Permanent property location is secured by MOE and planning milestones with MOE are achieved. 	<p>PROPERTY:</p> <p>The MOE continues to scope solutions for our permanent site.</p> <p>Last correspondence from James Puketapu- <i>Just a quick update from a new site perspective (or remaining onsite at Sir Douglas Bader Intermediate), the Ministry's network team have yet to complete a full analysis of the development impact by Kainga Ora. Our message remains:</i></p> <p><i>The Ministry is developing a long term investment strategy for all the former partnership schools that considers the property requirements of the school and the roll growth aspirations, this needs to be balanced with the programme of capital funding to enable land acquisition and construction across the whole property portfolio</i></p> <p><i>The Ministry will continue to support Rise Up from a property perspective in regards to liaison with the Principal of Sir Douglas Bader Intermediate School when a full options analysis is completed – early next year.</i></p>
<p>OBJECTIVE FOUR Change management and Staff wellbeing is well supported. BL MW NAG 3</p> <ol style="list-style-type: none"> 1. Staff handbooks and QMS reviewed and updated. 2. Staff are settled into the new site as well-being is monitored and supported. 	<ol style="list-style-type: none"> 1. Progressing 2. Achieved 3. Staff appraisals and learning conversations for 2020 identify agreed goals and professional development for 2021.

<p>3. Performance Appraisal system reviewed and updated as per the Education Council guidelines.</p>	
<p>NEXT STEPS FOR 2021:</p> <ol style="list-style-type: none"> 1. Complete the transition from PSKH to a Designated Character school. 2. Achieve sustained roll growth and plan for new school location by 2024 3. Enhance leadership and teaching practice 	
<p>LALANGA WOVEN MAT 2 EXCELLENT TEACHING AND LEARNING Rise UP will provide a curriculum that is authentic, relevant and purposeful to ensure our students are all successful.</p> <p>OBJECTIVE FIVE Emphasise Literacy, in particular Reading. Professional development (both internally and externally) will be reviewed each term so that staff continue to build confidence in their teaching practice to promote student agency. AH BL, SK KS NAG 1</p>	
<ol style="list-style-type: none"> 6. Years 1-3: Move 6/13 students who are currently @ AT and shift from AT to AB band in Reading 7. Years 4-8: Move 7/47 students who are currently @ B and shift from B to AT band in Reading 8. Year 4-8: Move 18/47 students who are currently @ AT and shift from AT to AB band in Reading 9. Years 1-8: Maintain 14 students sitting at AB <p>Teaching and Learning support:</p> <ol style="list-style-type: none"> 10. Implement the confirmed Assessment Overview and continue to explore the PACT TOOL to support the Moderation process. 11. Professional Learning and Development for teachers in ESOL/LLP/PACT/ASSESSMENT TOOLS/Literacy programmes for effective teaching in the class (pending PD application and funding)- ALIM & ALL 12. Refine and implement the school-wide resources systems to support effective literacy programmes <p>BLC Fanau support:</p> <ol style="list-style-type: none"> 13. Mutukaroa programme to prioritise the Focus students and their fanau 	<ol style="list-style-type: none"> 6: 6 students maintained 'AT' so did not make to 'AB' (3/6 students ESOL status) 7: 3/7 students reached our goal. 4/7 maintained 'B' level (3/7 students ESOL status) 8: 5/18 students reached our goal. 13/18 maintained 'AT' level. 9: 10/14 reached our goal. 4/14 moved to 'AT'. <p>Please see attached link for 2020 EOY OTJ's Student Data OTJ DATA 2020 FINAL</p> <ol style="list-style-type: none"> 10. Assessments were followed accordingly, although with COVID 19 some were late and reported to BOT. 11. <ol style="list-style-type: none"> 1) ALiM/ALL:1) Final meetings with both ALL and ALiM facilitators complete, all data submitted to providers. Lead teachers will share journeys with staff at a staff meeting. 2) 2021: ALL - Funding for 2 teachers approved & ALiM - Funding for 1 teacher approved. 3) ALL presentation.pptx 4)ALiM presentation 2) Professional Development: Still awaiting PD allocation from MOE, however, 2 teachers have been confirmed for ALL and 1 teacher for ALiM. 12. Resource Room <ol style="list-style-type: none"> 1. Access IT has now been re-installed onto our system. Barcoding of resources have begun

<p>14. Continue to implement the “ Igniting the Fire” fanau programme.</p> <p>15. Path Goals are aligned with the student's Goal Booklet and the student's report.</p>	<p>and will be completed by the end of Term 1 2021.</p> <ol style="list-style-type: none"> 2. Manual stocktake of Literacy readers took place. 3. Mid-Year stocktake planned for July once all resources have been barcoded and loaded onto our system. 4. Temporary measures for ‘wi-fi’ access have been put in place. <p>BLC FANAU SUPPORT:</p> <p>13. Mutukaroa Testing folders are completed and will be unpacked with teachers beginning Term 1 2021.</p> <p>14. Due to the lock down periods the literacy workshops were not delivered. The dates for the literacy workshops are set for the 2021 calendar.</p> <p>15. Alignment of path goals: Achieved</p>
<p>What did we do? (6-9) We identified target students early (before lockdown) and as we completed assessments made changes if needed. Through our Learning Conversations which is underpinned by the ‘Teaching as Inquiry’ (pg 34 NZC) we discussed, unpacked, shared strategies and continued to build teachers capacity to question whether what they are doing is making an impact on student learning. Our Learning Conversations held weekly improved as the year went by as teachers continued to refine what they shared and focussed on the ‘impact’. Teachers were intentional with Guided reading ensuring that it was happening at least 4 times per week for our target students, some of the students were getting a ‘double dose’ through the ALL initiative. Our online learning through COVID 19 , teachers were seeing 2 reading groups each day, with 1 group being our focus students. Teachers are explicit with Learning Intentions and at times co-constructing Success Criteria so that our students can in their own words articulate what they are learning and why. Teachers shared assessment results with their learners and discussed where they needed to be.</p> <p>Reasons for the variance? First of all we had a very unprecedented year with COVID 19 and the different levels of working did cause anxiety for everyone involved including our learners. Some of our at risk learners did not cope too well with online learning, and returning back to school was slow as our families grappled with the notion of keeping their children and families safe.</p> <p><u>Years 1-3: Move 6/13 from AT to AB:</u> Although all 6 students maintained their status of ‘AT’ according to the NZC, this does not mean they did not progress within reading levels. And as the year went on, so did the signposts of where they should be.</p> <p><u>Years 4-8: Move 7/47 from B to AT:</u> 3/7 reached the goal. The remaining 4 maintained ‘B’ status. The 4 students also showed progress between levels.</p> <p><u>Years 4-8: Move 18/47 from AT to AB:</u> 5/18 reached the goal. The remaining 13 students maintained ‘AT’ status and also showed progress between reading levels.</p> <p><u>Years 1-8: Maintain 14 students sitting at AB:</u> 10/14 reached the goal and the remaining 4 students moved to ‘AT’.</p>	

Evaluation: In retrospect we possibly needed to 'turn up the PD ' around mid year so that we start to rev up the talk about 'ACCELERATION' and apply to this group (students on track), as this is what was needed for students. There was possibly a much more focus on our target students which is what we need to keep a close eye on in 2021.

Next Steps:

Develop a shared understanding of 'Acceleration' schoolwide.
 ALL teachers sharing what works with students regularly at staff meetings
 Teachers trialling strategies and linking to our Learning Conversations
 Leaders ensure there is a robust process monitoring of students progress and align leaders walkthroughs appropriately.
 Co-construct Success Criteria with learners
 Equity time for all learners including those who are on track.
 Integrate reading across into Literacy so that there is a more of a Literacy approach
 Integrate reading across other areas of the curriculum.

LIULIU | LEADERSHIP 3 | EXCELLENT TEACHING AND LEARNING

Students feel safe and secure at school and at home.

OBJECTIVE SIX | All students can articulate, explain and model our school vision and the RUA Way confidently. AH BL, SK KS NAG 5

COVID LEVEL 3 UPDATES:

The procedures from the previous pandemic plan have been updated and communicated with staff. The Crisis management committee met on Thursday 13th August to review the procedures in place and provide feedback to the principal and senior leadership team.

16. Develop RUA indicators that support our vision Sharp Mind-Strong Body-Good Heart
17. Rise UP have formed a positive, professional relationship with the Bader community.
18. To review and update the Behaviour Management Plan to align with the RUA Way indicators.
19. Increased active engagement in physical and emotional wellbeing

16. Teachers are now making links to our vision and our RUA way is visible in our classrooms.

17. Rise UP students continue to follow our expectations and when they are on Bader grounds they respect their environment. Our Rise UP students are thoroughly utilising the physical spaces during our breaks.

18. Behaviour Management Plan has been reviewed and updated to align with our RUA Way and Mission. This was a collaborative approach involving all teachers and then taken back to the Senior Leadership Team for confirmation. Updated Plan has now been included on our RUA Planning and Organisation links page.

19. (a) Physical Well Being: Staff are being intentional with ensuring that Physical Education is

	<p>part of their programme, and school wide fitness.</p> <p>(b) Emotional Well Being Students who are needing support in their well being continue to be monitored and supported appropriately.</p> <p>Well-being survey</p> <p>Forty four children in the senior school participated in a well-being survey. This year the results were positive and there has been improvement in the student's pro-social skills and strategies. Also, as part of the behaviour management processes there were no children who were on the behaviour contract.</p>
<p>20. H & M's All new whanau & focus whanau attend workshop. Parents apply the tools learnt from the workshop. e.g. love languages.</p> <p>21. Mutukaroa: Timely meetings with Mutukaroa co-ordinator & Junior team teachers to discuss the assessment data. Learning conversations with whanau are scheduled during assessment milestones.</p> <p>22. PATH: Parents setting realistic, achievable goals. Path goals are aligned with student goals booklet, student reports and or Mutukaroa goals.</p> <p>23. Attendance: Improve student attendance in years 1-3. Students attendance improves and communication pathways between home and school. Review and update the parent kaupapa booklet for Focus students will show accelerated learning and will be tracking towards curriculum level.</p> <p>24. Parent partnership meetings: 85% at the goals report evening, anniversary & interim report . Focus whanau</p>	<p>20. Hearts & Minds programme: 95% of our Rise UP whanau have participated in the Hearts & Minds programme in 2020. Seven existing whanau participated in the Hearts & Minds as a refresher course. Four whanau from the community participated in the Hearts & Minds. We had opened up our workshops to the wider community. Two of our new whanau participated in the Hearts & Minds.</p> <p>21. Mutukaroa programme: Twenty three whanau participated in the Mutukaroa programme. The Mutukaroa co-ordinator carried out 29 learning conversations.</p> <p>22. PATH 93% of our Rise Up whanau participated in Path workshop sessions.</p> <p>23. Attendance recorded from ETAP 2020: Unjustified absences: 2.37% Lateness: 10.03%</p> <p>24. Parent partnership meetings: 88% of our whanau participated in the goals report evening and the anniversary and interim report</p>

25. **Active Families:** New families signed up, current families continuing with the programme, parents achieving their goals.
26. **Afterschool programme:** 85%+ attendance, End of Term showcases for Culture, Mid Year SUPA showcase, End of Year SUPA showcase, Positive stakeholder feedback, Qualitative and Quantitative data for culture, swimming and SUPA programmes.
27. **Synergy programme:** Focus whanau & new whanau attending Synergy programme. Evaluation dinner with whanau sharing how the tools were implemented in the home.
28. **Focus Whanau caseloads:** Whanau Educators to address attendance, lateness with their own caseload.
29. **Whanau mentoring:** Tuakana/ Pace setters mentoring for vulnerable high families.

evenings.

25 - Active Families

One Whanau participated in the Active programmes in 2020. Due to the impact of COVID 19 alot of whanau pulled out of the programme.

26.. **Afterschool programme attendance:**

AFS Culture: 85% attendance

AFS Sports: 84% attendance

AFS SUPA: 86% attendance

Due to COVID 19 we did not have our mid year and end of year showcases.

27. **2020 Synergy:**

93% of our Rise UP whanau have completed the Synergy programme and four whanau participated in the programme in 2020.

28. **Focus whanau caseloads:**

During the lockdown periods the whanau educators supported the whanau in their caseload list. Parents were supported through phone calls with the whanau educators, food parcels and care pack deliveries.

29: **Whanau mentoring:**

The COVID 19 lockdown periods provided opportunities for our pace-setter whanau to lead whanau by sharing home learning experiences & ways of engaging with their children's learning at home.

Good To GO Volunteer Arm

Hours achieved year ending 2020 =945 hrs

Percentage of target reached = 58%

Total Families who have volunteered for the year = 39/41 (95%)

OBJECTIVE EIGHT | Komiti Tupu Mai | Promote core BLC programmes with Te Rua whanau e.g Hearts & Minds for dads, Whanau Fono. Fundraising for a playground project & provide parent voice on school

policy review. AH BL, BLC NAG 1

- 30. Facilitate & co-ordinate Whanau fono in partnership with BLC team
- 31. Strong parent voice and leadership on the EBOT board.
- 32. Fundraise Playground Project by Term 4.
- 33. Review school policies as per 2020 school policy review schedule.

- 30. Achieved.
- 32. Achieved
- 33. 2021 dates will be discussed with the Komiti Tupu Mai chair.
- 34. Due to the lockdown periods there were only a few meetings in 2020. Well-being was the priority for all the whanau.

OBJECTIVE NINE | Enhance Performance Story evaluation capacity.


Review and update QMS for BLC whanau programmes. Whanau database to capture whanau outcomes for 10 year longitudinal study. Review Progress report on 10 year Longitudinal study to capture the journey of a whanau. AH BL, BLC NAG 1

- 35. Implement a new database system. Provide professional development for all users.
- 36. All BLC programmes will have a QMS document by end of Term 3, Hearts & Minds, PATH, Synergy, Mutukaroa, Ignite a Fire for Reading, Afterschool programme.
- 37. The Performance Story framework is regularly updated and reporting requirements are met on time.

- 41. No further updates on the database
- 42. QMS:**
The path and Synergy programme will be reviewed in 2021.

NEXT STEPS:

Implement Sustainability plans for whanau engagement Strategy

KEY TO TRAFFIC LIGHTS STATUS	COLOUR	MEANING	ACTION
	RED	NO PROGRESS, NOT STARTED	BOT TO DISCUSS / BRAINSTORM WAYS TO OVERCOME BARRIERS TO ACHIEVING OBJECTIVE.
	ORANGE	RISK / CONSTRAINT / CONCERN	MGT ASK BOT TO APPROVE AN INTERVENTION (E.G. APPROVE NEW RESOURCES OR ALTERNATIVE PROJECT PLAN)
	GREEN	ACHIEVED OR PROGRESSING ACCORDING TO SCHEDULE	MGT ARE CONFIDENT THAT NO EXTRA ACTIONS ARE REQUIRED TO MEET OBJECTIVE

RISE UP ACADEMY


**KIWISPORTS FUNDING REPORT
FOR THE YEAR ENDED 31 DECEMBER 2020**

Kiwisports is a Government funding initiative to support students' participation in organised sports.

In 2020, the school received total Kiwisports funding of \$1,396 (excluding GST).

The funding was spent on Sports equipment for schoolwide use.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S. Selupe', with a large, stylized flourish at the end.

Sita Selupe

Principal