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 report 2025

Education Services
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RISE UP ACADEMY

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	879
Principal:	Sita Selupe
School Address:	6C Court Town Close, Mangere
School Postal Address:	PO Box 43114, Mangere, Auckland, 2153
School Phone:	09 276 8727
School Email:	accounts@riseuptrust.org.nz
Accountant / Service Provider:	Education Services — Dedicated to your school

Education Services
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RISE UP ACADEMY

Annual Financial Statements - For the year ended 31 December 2025

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Rise UP Academy

Statement of Responsibility

For the year ended 31 December 2025

The Board 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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Ulumoncatootua. S. Aiono	Nahusita Selupe
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
15/5/26	15/5/26
Date	Date

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Rise UP Academy
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	1,587,889	1,335,385	1,600,318
Locally Raised Funds	3	112,475	72,083	93,935
Interest		9,339	10,000	11,916
Total Revenue		1,709,703	1,417,468	1,706,169
Expense				
Locally Raised Funds	3	4,731	3,000	11,041
Learning Resources	4	1,023,084	925,926	984,459
Administration	5	193,632	138,384	258,965
Interest		844	900	932
Property	6	444,038	350,841	432,037
Loss on Disposal of Property, Plant and Equipment		-	-	5,608
Total Expense		1,666,329	1,419,051	1,693,042
Net Surplus / (Deficit) for the year		43,374	(1,583)	13,127
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		43,374	(1,583)	13,127

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

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Rise UP Academy

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		311,418	295,102	298,291
Total comprehensive revenue and expense for the year		43,374	(1,583)	13,127
Contribution - Furniture and Equipment Grant		6,318	-	-
Equity at 31 December		361,110	293,519	311,418
Accumulated comprehensive revenue and expense		361,110	293,519	311,418
Equity at 31 December		361,110	293,519	311,418

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.

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Rise UP Academy
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	117,515	204,610	180,781
Accounts Receivable	8	68,602	54,875	78,200
GST Receivable		4,510	5,065	5,985
Prepayments		3,351	1,343	2,894
Inventories	9	1,549	2,635	3,534
Investments	10	227,565	104,873	109,645
Funds Receivable for Capital Works Projects	16	1,570	-	8,855
		424,662	373,401	389,894
Current Liabilities				
Accounts Payable	12	92,192	85,321	113,170
Revenue Received in Advance	13	-	2,022	2,492
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	3,644	5,602	6,093
Funds held for Capital Works Projects	16	3,313	-	-
		99,149	92,945	121,755
Working Capital Surplus/(Deficit)		325,513	280,456	268,139
Non-current Assets				
Property, Plant and Equipment	11	92,170	80,112	85,324
		92,170	80,112	85,324
Non-current Liabilities				
Provision for Cyclical Maintenance	14	50,318	59,619	40,708
Finance Lease Liability	15	6,255	7,430	1,337
		56,573	67,049	42,045
Net Assets		361,110	293,519	311,418
Equity		361,110	293,519	311,418

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

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Rise UP Academy
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		400,905	386,346	390,660
Locally Raised Funds		110,161	72,083	95,967
Goods and Services Tax (net)		1,475	-	(920)
Payments to Employees		(251,857)	(244,677)	(273,279)
Payments to Suppliers		(201,163)	(165,869)	(182,422)
Interest Paid		(844)	(900)	(932)
Interest Received		9,725	10,000	11,841
Net cash from/(to) Operating Activities		68,402	56,983	40,915
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(24,867)	(6,500)	(2,777)
Purchase of Investments		(117,919)	-	(4,772)
Net cash from/(to) Investing Activities		(142,786)	(6,500)	(7,549)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,318	-	-
Finance Lease Payments		(5,798)	(6,600)	(4,457)
Funds Administered on Behalf of Other Parties		10,598	-	(8,855)
Net cash from/(to) Financing Activities		11,118	(6,600)	(13,312)
Net increase/(decrease) in cash and cash equivalents		(63,266)	43,883	20,054
Cash and cash equivalents at the beginning of the year	7	180,781	160,727	160,727
Cash and cash equivalents at the end of the year	7	117,515	204,610	180,781

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

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Rise UP Academy
Notes to the Financial Statements
For the year ended 31 December 2025

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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation
Reporting Period
The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 expense threshold of $33 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
The 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 best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

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. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist
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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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

d) 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.

e) 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.

f) 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.

g) Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's 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.

h) Inventories
Inventories are consumable items held for sale and are comprised of 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.

i) 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 material.

j) 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 (funded by the Board) to buildings owned by the Crown or directly by the Board 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:

Board-owned Buildings	10-20 years
Furniture and Equipment	3-15 years
Information and Communication Technology	3-7 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment
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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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 surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) 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.

m) Employee Entitlements
Short-term employee entitlements
Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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 annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements
Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

o) 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 Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works
The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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 is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 8 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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.

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 statement 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.

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.

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2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	408,332	388,346	396,201
Teachers' Salaries Grants	757,310	663,704	704,357
Use of Land and Buildings Grants	371,841	283,335	380,969
Ka Ora, Ka Ako - Healthy School Lunches Programme	50,406	-	118,791
	1,587,889	1,335,385	1,600,318

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations and Bequests	490	-	300
Fees for Extra Curricular Activities	439	-	251
Trading	4,467	3,000	3,171
Fundraising and Community Grants	107,079	69,083	90,213
	112,475	72,083	93,935
Expense			
Trading	4,731	3,000	2,403
Fundraising and Community Grants Costs	-	-	8,638
	4,731	3,000	11,041
Surplus for the year Locally Raised Funds	107,744	69,083	82,894

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	42,544	37,800	26,594
Employee Benefits - Salaries	946,368	845,787	916,226
Staff Development	6,248	14,339	12,681
Depreciation	27,924	28,000	28,958
	1,023,084	925,926	984,459

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5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	10,346	10,109	8,690
Board Fees and Expenses	30,428	21,816	17,940
Operating Leases	3,882	5,000	6,970
Other Administration Expenses	18,729	19,700	19,938
Employee Benefits - Salaries	56,617	62,594	65,893
Insurance	1,252	-	1,291
Service Providers, Contractors and Consultancy	21,929	19,165	19,452
Ka Ora, Ka Ako - Healthy School Lunch Programme	50,449	-	118,791
	193,632	138,384	258,965

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cyclical Maintenance	12,860	11,655	(7,256)
Heat, Light and Water	9,403	9,351	10,405
Repairs and Maintenance	7,439	1,500	256
Use of Land and Buildings	371,841	283,335	380,969
Other Property Expenses	42,495	45,000	47,663
	444,038	350,841	432,037

The use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	117,515	100,335	71,734
Short-term Bank Deposits	-	104,275	109,047
Cash and cash equivalents for Statement of Cash Flows	117,515	204,610	180,781

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

Of the $117,515 Cash and Cash Equivalents $3,313 is subject to restrictions for the following reasons:

• $3,313 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

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8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	375	-	627
Receivables from the Ministry of Education	3,452	-	2,765
Interest Receivable	1,842	2,153	2,228
Teacher Salaries Grant Receivable	62,933	52,722	72,580
	68,602	54,875	78,200
Receivables from Exchange Transactions	2,217	2,153	2,855
Receivables from Non-Exchange Transactions	66,385	52,722	75,345
	68,602	54,875	78,200

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Uniforms	1,549	2,635	3,534
	1,549	2,635	3,534

10. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	227,565	104,873	109,645
Total Investments	227,565	104,873	109,645

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Board-owned Buildings	-	17,065	-	-	(275)	**16,790**
Furniture and Equipment	54,432	5,971	-	-	(10,476)	**49,927**
Information and Communication Technology	23,905	1,830	-	-	(9,946)	**15,789**
Leased Assets	6,987	9,904	-	-	(7,227)	**9,664**
	85,324	34,770	-	-	(27,924)	**92,170**

The net carrying value of equipment held under a finance lease is $9,664 (2024: $6,987)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Board-owned Buildings	17,065	(275)	**16,790**	-	-	**-**
Furniture and Equipment	100,654	(50,727)	**49,927**	94,683	(40,251)	**54,432**
Information and Communication Technology	60,338	(44,549)	**15,789**	58,508	(34,603)	**23,905**
Leased Assets	27,047	(17,383)	**9,664**	17,143	(10,156)	**6,987**
	205,104	(112,934)	**92,170**	170,334	(85,010)	**85,324**

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12. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	21,000	24,873	17,145
Accruals	7,223	6,563	6,690
Banking Staffing Overuse	-	-	1,308
Employee Entitlements - Salaries	62,933	52,722	87,126
Employee Entitlements - Leave Accrual	1,036	1,163	901
	92,192	85,321	113,170
Payables for Exchange Transactions	92,192	85,321	113,170
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	92,192	85,321	113,170

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	-	2,022	2,492
	-	2,022	2,492

14. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	40,708	47,964	47,964
Increase/(decrease) to the Provision During the Year	12,860	11,655	(7,256)
Use of the Provision During the Year	(3,250)	-	-
Provision at the End of the Year	50,318	59,619	40,708
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	50,318	59,619	40,708
	50,318	59,619	40,708

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2028. This plan is based on expert calculation.

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:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	4,238	5,602	6,534
Later than One Year	6,873	7,430	1,365
Future Finance Charges	(1,212)	-	(469)
	9,899	13,032	7,430
Represented by			
Finance lease liability - Current	3,644	5,602	6,093
Finance lease liability - Non current	6,255	7,430	1,337
	9,899	13,032	7,430

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

2025	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		$	$	$		$
Roofing Works	247183	(7,285)	27,245	(17,512)	-	2,448
Heating and Electrical Upgrade	247182	-	18,180	(17,315)	-	865
AMS Combined 1: Create Covered Outdoor	247184	(1,570)	-	-	-	(1,570)
Totals		(8,855)	45,425	(34,827)	-	1,743

Represented by:

Funds Held on Behalf of the Ministry of Education	3,313
Funds Receivable from the Ministry of Education	(1,570)

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		$	$	$		$
Roofing Works	247183	-	-	(7,285)	-	(7,285)
AMS Combined 1: Create Covered Outdoor	247184	-	-	(1,570)	-	(1,570)
Totals		-	-	(8,855)	-	(8,855)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(8,855)

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17. 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 conditions 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.

The Rise Up Trust (the Trust) is a related party of the School Board because the Trust and School share Board representatives following establishment of the School in 2019. The School received a grant of $74,801 from the Trust during the financial year (2024: $74,750). This grant is included in Fundraising and Community Grants (note 3).

18. Remuneration

Key management personnel compensation
Key management personnel of the School include all Board members, Principal, Deputy Principal, Assistant Principal and Senior Leader.

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,100	4,205
Leadership Team		
Remuneration	450,822	448,180
Full-time equivalent members	3.85	3.80
Total key management personnel remuneration	453,922	452,385

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	1.00	2.00
110 - 120	1.00	1.00
	2.00	3.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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:

	2025 Actual	2024 Actual
Total	$15,715	-
Number of People	1	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of $3,380 (2024: $36,145) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
AMS Combined 1: Create Covered Outdoor	3,380
Total	3,380

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

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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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	117,515	204,610	180,781
Receivables	68,602	54,875	78,200
Investments - Term Deposits	227,565	104,873	109,645
Total financial assets measured at amortised cost	413,682	364,358	368,626

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	92,192	85,321	113,170
Finance Leases	9,899	13,032	7,430
Total financial liabilities measured at amortised cost	102,091	98,353	120,600

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.

William Buck
ACCOUNTANTS & ADVISORS

Independent Auditor's Report

To the Readers of Rise Up Academy's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Rise Up Academy (the School). The Auditor-General has appointed me, Myriam Gros, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, 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.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - its financial position as at 31 December 2025; 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 15 May 2026. This is the date at which our opinion is expressed.

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 audit opinion.

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.

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The Board 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 the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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.

William Buck
ACCOUNTANTS & ADVISORS

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 arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Student Achievement Data 2025, Statement of Compliance with Employment Policy, and KiwiSport Funding Statement.

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 Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as the auditor, we have no relationship with, or interests in, the School.

Myriam Gros

Myriam Gros
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand

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Rise UP Academy

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Uluomatootua Aiono	Presiding Member	Appointed	Next AGM
Sita Selupe	Principal	ex Officio	
Kevin Pasene	Parent Representative	Appointed	Jun 2025
Albert Scott	Parent Representative	Elected	Next AGM
Vaipae Titimanu	Parent Representative	Elected	Next AGM
Cecily Taufelila	Staff Representative	Appointed	Jun 2025
Avinesh Narayan	Staff Representative	Elected	Next AGM
Maggie Winterstein	Other	Appointed	Next AGM
Mike Fe'ao	Other	Appointed	Jun 2025

Education Services
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Rise UP Academy

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $1,493 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Rise UP Academy Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

STATEMENT OF VARIANCE

2025

Roll number : 95

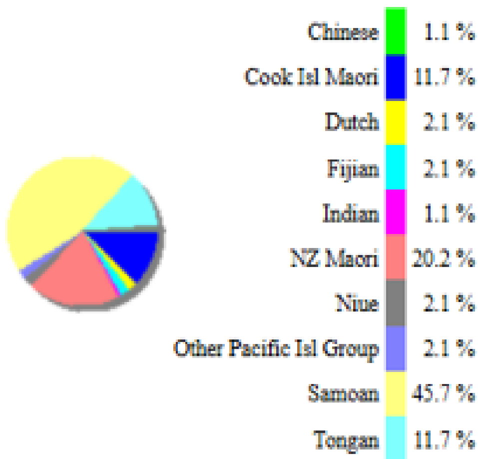
Whanau number: 68

Attendance:

51 % of students attended school regularly, that is more than 90% of the time.

Ethnicity breakdown

Chinese	1 Males	0 Females	1	or 1.1%
Cook Isl Maori	7 Males	4 Females	11	or 11.7%
Dutch	2 Males	0 Females	2	or 2.1%
Fijian	1 Males	1 Females	2	or 2.1%
Indian	1 Males	0 Females	1	or 1.1%
NZ Maori	8 Males	11 Females	19	or 20.2%
Niue	1 Males	1 Females	2	or 2.1%
Other Pacific Isl Group	1 Males	1 Females	2	or 2.1%
Samoan	16 Males	27 Females	43	or 45.7%
Tongan	7 Males	4 Females	11	or 11.7%



Te R.U.A RISE UP ACADEMY

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!

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

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

ANNUAL GOALS AND OBJECTIVES 2025	WHO?	MONTHLY STATUS UPDATE

GOAL 1 | ALL SYSTEMS GO!
Consolidating the State sector requirements and provisions under the Designated Special Character school Act.
TARGETS:
1. *The first state School Trustee elections process is completed with the Alternative Constitution in place.*
2. *The maximum roll application is approved for up to 300 students.*
3. *The MOE approved Property Master plan milestones are in place for the next 3-5 years.*
4. *The Health & Safety of staff and students is reflected in school property design and systems.*
5. *The current RUA schooling model is sustainable under the current funding regime.*
6. *The personnel policies and procedures are adhered and reviewed.*

National Education and Learning Priorities
1. *Learners at the centre: learners with their whanau are at the centre of education.*
2. *World class inclusive public education New Zealand- education is trusted and sustainable.*

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying**.**

OBJECTIVE / ACTIONS	WHO?	MONTHLY STATUS UPDATE
OBJECTIVE 1A| **Develop and administer a Tri-ennial election process with succession plans in place for suitable trustees.**		**Election Process & Administration** • **Successful Completion:** Grace Leulua'i led the first-ever **RUA School Trustees Triennial elections** process, which was confirmed as transparent, compliant, and engaging. • **Technological Integration:** The process successfully utilized **online voting**, marking a new and efficient milestone for the school's governance. • **New Appointments:** As a result of this process, the board has welcomed new trustees **Vaipae Titimanu** and **Albert Scott**, along with **Avinesh Narayan** as the staff representative.
Engage SchoolEd, board election services to support and administer the election process.	**WED1**	
A Project plan update monthly.		
Komiti Tupu mai meeting schedules/updates.Whanau fono updates.	**WED1**	**Succession & Governance Capacity** • **Induction & Training:** The board has successfully completed **trustee induction processes**, ensuring clarity regarding representation for the **Komiti Tupu mai (KTM)**.
	PRINCIPAL	

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

Staff meeting schedule agenda-Terms of reference		• **Governance Manual:** A comprehensive **Board Governance Manual** has been developed and approved, which includes a clear schedule of delegations for trustees. • **Ongoing Development:** Plans are in place for trustees to attend the **NZ School Trustees Association (NZSTA)** conference and workshops to further enhance governance capacity.
1.B | Partner with MOE to develop a consultation plan for the maximum roll application and Master plan milestones 1) Meet with Senior advisor and Property Advisor to progress the application for maximum roll increase and Master plan. 2) Komiti Tupu mai/Whanau Fono meeting schedule 3) Sensory Room update	 **PRINCIPAL** **WED1**	 This objective is a work in progress, therefore we will carry this over into the 2025 annual plan. *Not applicable* **Funding Status:** A Pub Charity grant was secured to purchase a small cabin structure. **Infrastructure Requirements:** Additional costs were identified for essential electrical upgrades. An electrician is required to supply and confirm a new transformer to support the increased power load. **Budgetary Impact:** Current estimates for the transformer range between **$500k – $800k**. Due to this significant cost, the project cannot proceed unless it is integrated into the **5YA/10YPP** (5-Year Agreement / 10-Year Property Plan) or alternative funding is identified.

OUTCOMES BY END 2025		MONTHLY STATUS UPDATE
Review and Implement Health & Safety plans. 1) Delegate Health & Safety committee role to suitable staff 2) Communicate 2024 goals and update 2025 goals	**A1**	1) Completed 2) Progressing well.
Benchmark the current schooling model and resourcing (budget) with other schools to ensure fiduciary obligations. 1) Visit various MPA members for benchmarking 2) Meet with the MOE Senior advisor/Property advisor	**PRINCIPAL** **PRINCIPAL**	**Benchmarking & Resourcing Status** • **Operational Benchmarking:** Completed systems reviews and site visits at **Wymondley School**, **Mangere Central School**, **Robertson Road School**, and **SDBI**. These visits successfully identified scalable efficiencies and sustainable administrative models to accommodate current and future roll growth. • **Enrolment Strategy:** Data analysis of the current waitlist indicates a period of slower growth. Consequently, the strategic priority for **2026** has been shifted to focus on **active roll growth initiatives** and community engagement to ensure long-term viability.
Review and improve the Induction processes regarding Vetting applicants. Present attestations of the induction process including vetting with ERO partner.	**A2**	• We are currently refining our recruitment protocols to further strengthen the safety-checking and vetting procedures for all new staff appointments.

GOAL2: GROW GROW GROW

Sustainable roll growth as RUA becomes a school of choice.

TARGET:

1. *The maximum roll application is approved for up to 300 students.*

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

National Education and Learning Priorities
Barrier free access
Great education opportunities and outcomes are within reach for every learner.
Priority 3: Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.

OBJECTIVE 2A |

Review the current marketing plans to update the 2025-2026 Marketing strategy.

Increased Social media stories, nudges to support Hearts & Minds strategies.	**A3**	This will be a priority in 2026.
a. Invite local media to school events.	**PRINCIPAL**	*The '275 Times' covered 'The Mangere Beats' Cultural festival with wide reach online.*
b. Schedule open days in Terms 2 & 3	**AP**	Not completed.
c. Project plan the 275 day to be held annually and have the Student Council tend the sign up table and perform.	**AP & WED1**	The Rise UP Academy 275 Day performance was the best choral performance of 2025.
d. Update the RUA prospectus in alignment with new Curriculum changes.	**AP & DP**	Completed.
e. Strengthen the Early Childhood Education partnerships and invite them to our Inquiry Learning presentations etc.	**DP**	New entrant data indicates strong relationships, which will be leveraged to drive the 2026-2027 enrollment strategy."
f. RUA joins the 275 Santa Parade	**WED1**	We are currently preparing for our 2026 participation, following a strategic decision to bypass the 2025 event.
g. RUA joins Nga Manga Community network meetings- monthly and shares Hearts & Minds/Synergy programmes.	**WED1**	By participating in the Nga Manga o Mangere network, our Whānau Educators are consolidating resources and collaborating with local partners to amplify the school's positive impact on our community.

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

h. RUA Story -Document -The journey of Rise UP Academy from 2006-2025	**PRINCIPAL/ WED1**	Project timelines have been adjusted to ensure the document's launch at the 2026 Annual General Meeting. This deferral allows for a more comprehensive review of the Academy's journey from 2006–2025.
Summary:		
GOAL 3 **Guard the deposit** **Accelerate student learning outcomes and enhancing well-being**		**TARGETS:** 1. Increased Literacy achievement schoolwide. 2. Increased Well-being outcomes 3. 80% of students attend 90% of the term.
OBJECTIVE 3A: Embed teachers' use of effective teaching strategies schoolwide to engage and challenge learners and promote improved attendance. 1) Embed the Impact Coaching Model to support teachers with practice analysis protocols. 2) Provide constructive feedback/feed forward fortnightly on planning and walkthroughs. 3) Refresh the Health & Physical Education programmes and provide pastoral care programmes. 4) Consolidate the Devotional Curriculum	**SLT** **DP** **DP** **ST** **AP**	The Senior Leadership Team (SLT) has prioritized the alignment of curriculum processes to establish consistent, high-quality practice models across Literacy, Health & PE, and the Devotional Curriculum. Significant progress has been achieved, and the SLT remains committed to the ongoing refinement of these systems to ensure full compliance with Ministry of Education (MoE) legislative requirements.
OBJECTIVE 3B: Ensure teachers active participation in professional learning in effective literacy and numeracy strategies to improve their teaching capability. 1) Schedule the Structured Literacy PLD and Structured Numeracy in terms 1 and 2 for optimum implementation and change management.	**PRINCIPAL**	**Curriculum Implementation & Professional Development** • **Structured Literacy Excellence:** All teaching staff have successfully completed the Liz Kane Structured Literacy training. Classroom walkthroughs confirm that 'The Code' is being implemented with high fidelity school-wide. This shift is supported by consistent engagement with the 2025 key readings, which now serve as the

OUTCOMES BY END 2025		MONTHLY STATUS UPDATE
2) Schedule the Professional development support and references (readings) quarterly. ● **<u>Term 1 -</u>**The Science of Learning/Te Mataiaho -English phases/Structured Literacy ● **<u>Term 2-</u>**Leading-North East | Structured Numeracy-Math phases ● **<u>Term 3-</u>**Our Code Our Standards/ERO Evaluation indicators. 3) Restructure Staff/SLT meeting schedules, teacher only days and Classroom release time to prioritise support for teachers. 4) Update the RUA Common Practise model in Literacy and Numeracy.	**DP/AP**	foundational framework for all student planning and assessment. ● **Expert Collaboration:** We acknowledge the instrumental support of the RTLB, specifically Charlotte and Vinesh, whose expertise has significantly strengthened teacher capability and instructional depth this year. Their contribution has been vital to our kura's progress. ● **Systems Optimization:** The implementation of the **HERO Student Management System** is underway. This transition is designed to create a unified, streamlined approach to assessment, student reporting, and attendance, while significantly enhancing our capacity for authentic whānau engagement.
OBJECTIVE 3C: Use achievement data effectively to inform teaching and programmes to better respond to students' learning needs. 1) Benchmark local schools using Structured Literacy assessments. 2) Engage MOE Senior Advisor & RTLB for support with implementation of new assessment tools. 3) Streamline the assessment framework in alignment with Curriculum changes 4) Update teacher expectations documents.	**DP** **DP/AP** **DP/AP** **DP**	● **Strategic Review & Collaboration:** This objective has required a complex navigational approach. We acknowledge the valuable collaborative support from the Robertson Road School Principal and Literacy Lead, who assisted our Deputy Principal (Rona) in conducting a comprehensive review of our Assessment Framework. ● **Assessment Validity:** Following consultations with Professional Development providers, concerns were identified regarding the validity of previously used standardized tests. In response, we have shifted our focus to more robust, evidence-based tools. ● **Confirmed Assessment Tools:** **Literacy:** To ensure instructional precision, we have confirmed the use of **LLARS**, **Phonics Checks**, **DIBELS**, **Maze**, and **The Code**.

OUTCOMES BY END 2025		MONTHLY STATUS UPDATE
		Numeracy: Assessment will remain consistent with **JAM** and **Gloss** frameworks. • **Curriculum Alignment:** All Common Practice Models have been reviewed and successfully modified to align with the **Te Mātaiaho** (NZ Curriculum) changes. • **Future Planning:** We are positioned to integrate the forthcoming **2026 Ministry of Education assessment changes**, pending the release of the **SMART TOOLS** guidance.
OBJECTIVE 3D: Use indicators of effective practice to evaluate the impact of initiatives and to better progress strategic improvement. 1) Incorporate the 'Teaching As Inquiry' and Teaching to the North-East framework into the staff Professional Growth Kato. 2) Review and make explicit the ERO school evaluation indicators and School Improvement Framework synthesis to monitor improvement.	**PRINCIPAL**	The Principal continues to lead the Senior Leadership Team (SLT) in embedding ERO's indicators of effective practice to evaluate the measurable impact of school initiatives. This remains a strategic focus for 2026, with planned professional development to further deepen the SLT's fluency with these indicators and strengthen our internal evaluation framework.

GOAL 4 | FAITHFUL WITH THE LITTLE -Educationally powerful connections and relationships
TARGETS:
1. **Increased achievement in Literacy across the school**
2. **80% of students attend 90% of the term.**
3. **Enrolment waitlist of 50 students**
4. **Whanau PATH Goals 97% attained**
5. **Hearts & Minds Completion 100%**
6. **Synergy completion 85%**
7. **AFS SUPA attendance 85%**
8. **Awhi group: next gathering 04.06.25**
9. **Good to go Volunteer hours-2800**

National Education and Learning Priorities
1. Learners at the centre
   Learners with their whanau are at the centre of education.
2. Barrier free access
   Great education opportunities and outcomes are within reach for every learner.
3. World class inclusive public education New Zealand education is trusted and sustainable.

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

Priority 2: Have high aspirations for every learner/akonga and support these by partnering with their Whanau and communities to design and deliver education that responds to their needs, and Sustains their identities, languages and cultures.
Priority 3: Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.

OBJECTIVE 4A **Identify the barriers to learning and well-being.** 1) Aggregate PATH data to capture barriers to success and achievement of whanau goals. 2) Modify the etap database.	WED1	**Analysis of Learning Barriers:** Data aggregated from PATH plans identifies several primary barriers to learner engagement and well-being. These include health-related challenges, fluctuations in motivation and self-management, and external pressures such as whānau commitments, work-life balance, and disrupted home routines. **Database Optimization:** The **eTAP database** has been successfully modified to enhance the **Whānau Report** functionality. This update ensures a more comprehensive and streamlined end-of-year reporting template that better reflects student progress and whānau goals.
OBJECTIVE 4B-Create new opportunities for whanau to contribute to the Building Learning Communities programmes. 1) Review whanau details database to leverage external stakeholder relationships. 2) Develop a corporate volunteering strategy to support RUA. Invite whanau as guest speakers at Hearts & Minds.	**WED1 & A3**	**Whānau Database & Engagement:** A comprehensive database of whānau occupations has been established to strategically align parent skills with volunteering opportunities. This initiative has yielded phenomenal results, with **1,793 voluntary hours** recorded to date. **Leadership & Contribution:** We have successfully fostered a group of **'Awhi' parents** who now actively lead and contribute to whānau meetings, driving grassroots engagement. **Specialist Expertise:** Whānau have provided high-level technical expertise to support school operations, including: • **Policy Review:** Professional consultation on the school's Privacy Policy and its legal implications. • **Property & Infrastructure:** Skilled trade support from builders within our community to maintain and improve the school's physical environment.

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

OBJECTIVE 4C-Develop Attendance Strategy communications plans Identify, monitor the attendance of the irregular and chronic attendance whanau. 1) Weekly follow up of these students/ whanau. 2) Referrals for support made where necessary.	**AP/A1/WED1**	We have established a robust **Attendance Strategy and Communication Plan** focused on identifying and monitoring students with irregular or chronic attendance patterns. This proactive approach includes a consistent **weekly follow-up protocol** with whānau and a streamlined **referral process** to external support agencies to ensure targeted interventions are provided where necessary."
OBJECTIVE 4D-Ensure staff have active participation in professional learning to sustain and improve programme delivery. 1)Schedule the professional development plan to include staff supervision for the PATH facilitators.	**PRINCIPAL**	The implementation of the new **Whānau Ora service provision** in partnership with Rise UP Trust, has necessitated a comprehensive review and upgrade of our data management, privacy, safety, and goal-setting protocols. Ongoing professional development through the **Tātou Collective** networks, alongside rigorous programme reviews, has equipped new staff to deliver high-quality services to our community. To further strengthen this capability, specialized **PATH training** has been formally scheduled for early 2026.
OBJECTIVE 4E-Promote the Hearts & Minds and Synergy, to the wider Community 1)See Goal 2 2)Publish the story of Rise UP 2006-2025. 3)Case Studies - Testimonies of 5 whanau to share the impact of the BLC programmes.	**RG** **GL**	In 2025, the **Hearts & Minds** and **Synergy** programmes were intentionally delivered exclusively to RUA whānau. This strategic consolidation allowed the school to focus on the significant infrastructure and systems transitions required for the new **Whānau Ora service provision**. Looking ahead, the 2026 priority will shift to extending these programmes to the wider community to drive strategic roll growth. Additionally, the scheduled case studies have been integrated into the **'20-Year Impact Story,'** which is set for official release in 2026.

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

OUTCOMES BY END 2025	MONTHLY STATUS UPDATE

Rise UP Academy Student Achievement Data 2025

Curriculum Area	Year Level	Total Students (2025)	Mid Year | Term 2						Year Level	Total Students (2025)	End of Year | Term 4						Reading
			Needs Support	Working towards	Working At	Working Beyond	Total	Total at / Beyond (%)			Needs Support	Working Towards	Working At	Working Beyond	Total	Total at / Beyond (%)	
Reading	Year 1	22	10	2	6	4	22	45.5%	Year 1	22	9	3	6	4	22	45.5%	Year 1
	Year 2	7	2	2	2	1	7	42.9%	Year 2	7	2	1	3	1	7	57.1%	Year 2
	Year 3	15	7	5	3	0	15	20.0%	Year 3	16	6	7	2	1	16	18.8%	Year 3
	Year 4	15	0	4	6	2	12	66.7%	Year 4	16	2	0	0	14	16	87.5%	Year 4
	Year 5	10	3	0	6	0	9	66.7%	Year 5	10	0	1	0	9	10	90.0%	Year 5
	Year 6	10	2	0	8	0	10	80.0%	Year 6	10	1	0	0	9	10	90.0%	Year 6
	Year 7	5	1	3	0	1	5	20.0%	Year 7	5	0	0	0	5	5	100.0%	Year 7
	Year 8	5	1	2	1	1	5	40.0%	Year 8	5	0	0	0	5	5	100.0%	Year 8
	TOTAL	89	26	18	32	9	85		TOTAL	91	20	12	11	48	91		TOTAL
	Total %		30.6%	21.2%	37.6%	10.6%	100.0%	48.2%	Total %		22.0%	13.2%	12.1%	52.7%	100.0%	64.8%	Total %

	Year Level	Total Students	Needs Support	Working towards	Working At	Working Beyond	Total	Total at / Beyond (%)	Year Level	Total Students	Needs Support	Working Towards	Working At	Working Beyond	Total	Total at / Beyond (%)	Writing
Writing	Year 1	22	6	0	10	5	21	71.4%	Year 1	22	3	1	9	9	22	81.8%	Year 1
	Year 2	7	1	1	1	4	7	71.4%	Year 2	7	2	1	0	4	7	57.1%	Year 2
	Year 3	15	1	0	11	3	15	93.3%	Year 3	16	1	7	3	5	16	50.0%	Year 3
	Year 4	15	4	7	3	1	15	26.7%	Year 4	16	5	2	5	4	16	56.3%	Year 4
	Year 5	10	2	1	2	5	10	70.0%	Year 5	10	2	1	3	4	10	70.0%	Year 5
	Year 6	10	2	1	1	6	10	70.0%	Year 6	10	2	4	1	3	10	40.0%	Year 6
	Year 7	5	1	1	2	1	5	60.0%	Year 7	5	0	3	1	1	5	40.0%	Year 7
	Year 8	5	0	2	2	1	5	60.0%	Year 8	5	0	2	3	0	5	60.0%	Year 8
	Total	89	17	13	32	26	88		TOTAL	91	15	21	25	30	91		TOTAL
	Total %		19.3%	14.8%	36.4%	29.5%	100%	65.9%	Total %		16.5%	23.1%	27.5%	33.0%	100%	60.4%	Total %

	Year Level	Total Students	Needs Support	Working towards	Working At	Working Beyond	Total	Total at / Beyond (%)	Year Level	Total Students	Needs Support	Working Towards	Working At	Working Beyond	Total	Total at / Beyond (%)	Maths
Maths	Year 1	22	17	0	5	0	22	22.7%	Year 1	22	13	0	6	3	22	40.9%	Year 1
	Year 2	7	3	3	1	0	7	14.3%	Year 2	7	3	0	4	0	7	57.1%	Year 2
	Year 3	15	7	6	2	0	15	13.3%	Year 3	16	2	5	6	3	16	56.3%	Year 3
	Year 4	15	6	4	4	1	15	33.3%	Year 4	16	6	1	5	4	16	56.3%	Year 4
	Year 5	10	6	1	3	0	10	30.0%	Year 5	10	6	1	2	1	10	30.0%	Year 5
	Year 6	10	4	0	4	2	10	60.0%	Year 6	10	7	1	1	1	10	20.0%	Year 6
	Year 7	5	0	0	4	1	5	100.0%	Year 7	5	0	1	3	1	5	80.0%	Year 7
	Year 8	5	3	0	0	2	5	40.0%	Year 8	5	2	1	0	2	5	40.0%	Year 8
	Total	89	46	14	23	6	89		TOTAL	91	39	10	27	15	91		TOTAL
	Total %		51.7%	15.7%	25.8%	6.7%	100%	32.6%	Total %		42.9%	11.0%	29.7%	16.5%	100%	46.2%	Total %

Student Achievement Data Analysis 2025

Te R.U.A RISE UP ACADEMY

SHARP MINDS STRONG BODIES GOOD HEARTS

This 2025 year has seen a change in the NZC, with new literacy and numeracy approaches, not to mention changes in assessments.

The New Zealand Curriculum (NZC) is currently being refreshed, and from 2027 there will no longer be curriculum levels. Until the new Phases of Learning Progress Outcomes replace these levels, we will still report against the NZC. At Mid and End of Year, an Overall Teacher Judgement (OTJ) is made on your ākonga progress and achievement towards their attainment of the New Zealand Curriculum (NZC).

Context & Changes to Student Assessment

1. Assessment Updates

- Reading:
  - Running Records (which previously assessed comprehension, accuracy, and self-correction aligned to the NZC) have been replaced by DIBELS, focusing on oral reading fluency and accuracy/words correct per minute.
  - Years 1–3 are assessed using LLARS (Little Learners Assessment of Reading), covering letter sounds, decodable words, heart words, accuracy, and comprehension.
  - Reporting: Reporting is based on LLARS for Years 1–3 and DIBELS for Years 4–8.
- Spelling:
  - Shifted from *The Essential Spelling Words* to THE CODE, incorporating a structured scope and sequence, direct lessons, and spelling patterns.
- Writing:
  - Continues to be assessed using e-asTTle (Time 1 and Time 2).
- Mathematics:
  - Assessed via JAM (Junior Assessment of Mathematics) for junior students and GloSS for senior students.

2. Student Cohort & Reporting Scope

- Reporting Numbers: Reporting covers 91 out of 94 enrolled students. The 3 excluded students are Year 0 New Entrants.
- Roll Dynamics: Fluctuations in total roll numbers are attributable to student movement (leaving Rise Up), new enrolments, and variations in time spent at school within the junior syndicate.
- Target Grouping: Students are categorized based on End of Year targets across 4 key top-line indicators, aligning with our Mid-Year and End-of-Year school reports.

3. Key Learner Cohorts

We have identified 3 priority groups with specific learning needs, representing 55% of the school population.

- Māori: Students of NZ Māori ethnicity.
- Neurodiverse: Includes students with diagnosed learning or developmental disabilities, communication disorders, Autism Spectrum Disorder (ASD), ADHD, brain injuries, or Foetal Alcohol Spectrum Disorders (FASD).
- ESOL (English for Speakers of Other Languages): Learners whose first language is not English or who come from migrant backgrounds.

Challenges & Implementation Considerations

- Composite Class Alignment: The curriculum is designed with single-year level sequences, whereas Rise Up operates with multi-year composite classes (e.g., Room 4: Years 1–3; Room 3: Years 3–5).
- Instructional Entry Points: With the shift toward whole-class teaching approaches, teachers needed to establish clear, manageable baseline starting points for multi-year cohorts.
- Targeted Support Needed: While Reading, Writing, and Mathematics show positive school-wide growth, specific year levels still require focused intervention and resource allocation.

READING

What does the data show?

- **Working At | Working Beyond:** 64.8% (59/91 ākonga)
- **Working Towards | Needs Support:** 35.2% (32/91 ākonga)

- **Māori:** Working At|Beyond: 51.7% (15/29 ākonga)
- **Neurodiverse:** Working At| Beyond: 9.1% (1/11 ākonga)
- **ESOL:** Working At |Beyond: 25.0% (3/12 ākonga)

Mid Year: Working at | Working Beyond: 48.2%
End Year: Working at | Working Beyond: 64.8%

<u>2026 Focus Year groups</u>

2025: Years 1 & 3 2026: Years 2 & 4

Strategic Context

- **Dedicated Time:** One hour dedicated daily to Structured Literacy in the Junior School.
- **Structured Literacy Implementation:** Junior classes maintain a consistent focus on implementing the Liz Kane literacy approach. In the Senior School, we now have undertaken the Liz Kane literacy approach and continue to embed this in classroom programmes.
- **Whānau Engagement:** Strong whānau participation and engagement with online learning apps.
- **Attendance Challenges:** Student attendance remains inconsistent; "Strong Body" incentives are currently being used to boost attendance.
- **Home–School Connection:** Decodable readers and class homework activities are regularly sent home to reinforce learning.

Strategic Direction

- **Embed Structured Literacy:** Continue building a robust Structured Literacy presence across all year levels from Term 1 onwards.
- **Monitor Teaching Practice:** Regularly evaluate implementation against the Common Practice Model, maintaining a focus on blending Structured Literacy with Balanced Literacy practices.
- **Strengthen Whānau Engagement:** Increase whānau involvement before and during student transitions through interactive, in-house professional development workshops.
- **Provide Targeted Teacher PLD:**
  - Deliver on-site coaching focused on administer Structured Literacy assessments.
  - Utilize the **Impact Coaching Model** to facilitate peer observations, feedback, and targeted coaching.
- **Maintain Leadership Oversight:** Track and monitor teacher progress through structured Learning Conversations and talking frames.
- **Cultivate Inclusive Practices & Reading Culture:**
  - Strengthen relationships with diverse learners through *Teaching to the North East* principles.
  - Foster a vibrant reading culture school-wide (e.g., hosting a Character Day featuring dress-ups, favorite book passage readings, and oral language activities).

WRITING

What does the data show?

- **Working At |Working Beyond:** 61.1% (55/91 ākonga)
- **Working Towards | Needs Support:** 38.9% (35/91 ākonga)

- **Māori:** Working At| Beyond: 51.7% (15/29 ākonga)
- **Neurodiverse:** Working At|Beyond: 9.1% (1/11 ākonga)
- **ESOL:** Working At |Beyond: 25.0% (3/12 ākonga)

Mid Year: Working at | Working Beyond: 65.9%
End Year: Working at | Working Beyond: 60.4%

<u>2026 Focus Year groups</u>

2025: Years 6 & 7 2026: Years 7 & 8

Strategic Context

- **Student Preferences & Pedagogy:**
  - **Verbal Processing:** Students engage more effectively when given opportunities to discuss and articulate their ideas before writing.
  - **Structured Support:** Student writing is significantly strengthened when supported by clear prompts, templates, and frameworks.
- **Program Delivery & Scheduling:**
  - **Frequency:** Dedicated Writing Hour occurs 4 days per week.
  - **Instructional Model:** Core delivery relies on a combination of Shared and Guided writing approaches.
  - **Curriculum Integration:** Writing topics are deliberately integrated across Inquiry and Devotion.
- **Spelling & Vocabulary Alignment:**
  - **Targeted Lists:** Spelling instruction is systematically linked to current writing genres, inquiry themes, Essential Spelling Lists, and Structured Literacy (SL) Heart/Speed words.
- **Key Challenges:**
  - **Attendance:** Inconsistent student attendance directly impacts learning continuity and progress.

Strategic Direction

- **Enrich Oral Language & Experiential Learning:**
  - Embed frequent oral literacy opportunities across all learning areas.
  - Provide rich, real-world learning experiences to give tamariki meaningful, engaging contexts for writing.
- **Strengthen Collaborative Support & External Partnerships:**
  - Work alongside RTLB (Resource Teachers Learning and Behaviour) to target support within literacy groups.
  - Connect with inspiring guest authors (e.g., David Riley) to promote a passion for storytelling and literacy.
- **Enhance Targeted Pedagogy & Classroom Support:**
  - Support teachers in delivering language-rich environments and explicit vocabulary instruction.
  - Leverage digital tools like Google Read&Write to support accessibility and writing independence.

	○ Utilize high-impact visual scaffolds, such as word walls featuring rich adjectives, adverbs, and figurative language exemplars. ○ **Prioritize Inclusion & Whānau Engagement:** ○ Cultivate strong, supportive relationships with learners who have diverse learning needs. ○ Strengthen whānau partnerships by sharing practical strategies and resources to support literacy development at home.
MATHS	
What does the data show? ● **Working At |Working Beyond:** 46.2 % (42/91 ākonga) ● **Working Towards | Needs Support:** 53.8% (49/91 ākonga) ● **Māori:** Working At|Beyond: 55.2% (16/29 ākonga) ● **Neurodiverse:** Working At|Beyond: 0% (0/11 ākonga) ● **ESOL:** Working At|Beyond: 8.3% (1/12 ākonga) **Mid Year: Working at | Working Beyond:** 32.6% **End Year: Working at | Working Beyond:** 46.2% **<u>2026 Focus Year groups</u>** 2025: Years 1, 5, 6 2026: Years 2,6,7	**Strategic Context** ● **Program Delivery & Scheduling:** ○ **Dedicated Instruction:** Daily Math Hour is actively established across all classrooms. ○ **Cross-Curricular Integration:** Mathematical concepts and inquiry learning are intentionally integrated to provide authentic contexts. ● **Student Voice & Ownership:** ○ **Goal Awareness:** Student feedback indicates a growing awareness among some learners regarding their expected End-of-Year achievement benchmarks. ● **Key Challenges & Barriers:** ○ **Attendance:** Inconsistent student attendance continues to disrupt learning continuity and impact individual progress. **Strategic Direction** ● **Strengthen Targeted Professional Development & Resources:** ○ Engagement in external PLD focused on **Numicon** and the **remaining two days of MOE professional development.** ○ Maximize the use of **Maths Whizz**, leveraging its professional development resources to support alignment with the refreshed New Zealand Mathematics Curriculum. ○ Commit to ongoing, research-aligned PLD to ensure teaching strategies reflect current best practices. ○ Develop RUA Numeracy Common Practice model. ○ To accelerate Senior School student progress, we are prioritizing consistency in instructional delivery and strengthening the validity of our assessment moderation processes. ● **High-Impact Pedagogy & Differentiation:** ○ **Active & Applied Learning:** Prioritize hands-on, problem-solving, and student-led discussions that connect mathematical concepts to real-life contexts. ○ **Tailored Instruction:** Differentiate teaching to accommodate diverse learning abilities and preferences. ○ **Student Agency:** Ensure tamariki understand their explicit learning goals and clear next steps to advance to the next curriculum level. ● **Inclusive Practice, Mindset & Whānau Engagement:** ○ **Inclusive Relationships:** Deepen relationships with priority learners by embedding *Teaching to the North East* principles. ○ **Classroom Culture:** Foster a strong growth mindset that values risk-taking, embraces learning from mistakes, and aligns with core school values. ○ **Community Partnerships:** Strengthen whānau engagement to support mathematical learning and confidence at home.

The Rise UP Academy
Post: PO Box **43114, Auckland 2153**.
Address: c/o Sir Douglas Bader Intermediate
Court Town Close, Mangere, Auckland 2022

21 May 2026

Rise UP Academy

Kiwisport Funding Statement

The Board of Trustees confirms that for the year ended 31 December 2025, the school received a total Kiwisport levy of **$1,570.56** (excluding GST). These funds were fully utilised to support various sporting endeavours and initiatives, directly enhancing student engagement in physical activity.

Faka'aue lahi,

Sita Selupe MNZM
Principal
Rise UP Academy

The Rise UP Academy
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21 May 2026

Statement of Compliance with Employment Policy

Rise UP Academy confirms that for the year ending 31 December 2025, the Board of Trustees has fulfilled its obligations as a "good employer" and has complied with all relevant employment policies.

1. Good Employer Obligations

The Board has maintained a policy environment that adheres to the principles of a good employer as defined in **Section 597 of the Education and Training Act 2020**. This includes:

- **Fair and Transparent Recruitment:** Selection and appointment procedures are robust, ensuring that all appointments are based on merit and the school's specific educational needs.
- **Professional Development:** Provision of opportunities for the enhancement of the abilities of individual employees through structured appraisal and professional learning.
- **Safe Working Environment:** Maintaining a workplace that is physically and emotionally safe, supported by clear health and safety protocols.

2. Equal Employment Opportunities (EEO)

The Academy operates an EEO programme that aims to eliminate all forms of unfair discrimination.

- Our employment policies ensure equal access and treatment for all current and prospective employees, regardless of gender, ethnicity, disability, or age.
- The EEO programme is made available to all staff through the school's policy manual and induction processes.

3. Personnel Management and Compliance

In accordance with our Board Assurance Statement and Self-Audit Checklists, the Board has:

- Verified that all teaching staff hold current practicing certificates or relevant authorizations.
- Conducted mandatory Police Vetting for all non-teaching staff and contractors.
- Ensured that all staff have up-to-date job descriptions and signed employment agreements.

4. Reporting and Review

The Board monitors compliance through a regular Policy Review Schedule. Any issues identified through the self-audit process are addressed promptly to maintain high standards of personnel management.

Faka'aue lahi,

Sita Selupe MNZM
Principal
Rise UP Academy