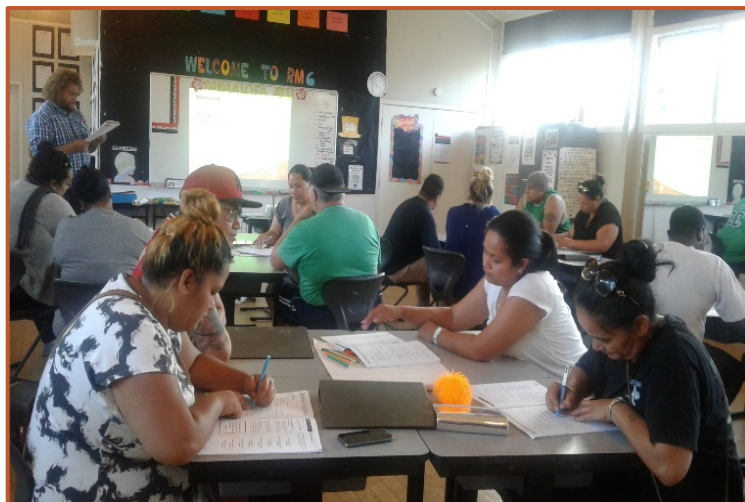




RAISING LEADERS – ONE CHILD AT A TIME



"Kia helehele ni e koe e pitako haau
Kia monuina ai moe haau a magafaoa."

When you get something good, share it with the ones you love the most.

Sioke Heka

RISE UP TRUST ANNUAL REPORT

YEAR ENDING DECEMBER 2018



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2019 ANNUAL GENERAL MEETING

REVIEWING THE YEAR ENDED 31 DECEMBER 2018



AGM AGENDA

TO BE HELD THURSDAY 5 SEPTEMBER 2019
22 ROSELLA ROAD, MANGERE EAST, AUCKLAND

	AGENDA ITEM	OWNER	OBJECTIVE
1	Opening Prayer, Apologies	Chair	Present: Apologies:
2	Conflicts of Interest	ALL	Declare any conflicts of interest.
3	AGM Business		
4	Minutes of 2018 AGM	Chair	Approve minutes and check any matters arising.
5	Chairperson's 2018 Report	Chair	Read and accept the Chair's report.
6	CEO/Principal's 2018 Report	CEO	Read and accept the CEO'S report.
7	2018 Audited Financial Statements	Treasurer	Annual audited accounts were read and accepted in the April Board meeting.
8	Constitution	CEO	Discuss, Approve latest version and sign.



CHAIRPERSON'S REPORT



Malo e lelei. Firstly, we give thanks to our Heavenly Father for his love and guidance as we continue our journey of learning.

I take this opportunity to acknowledge and thank our Board of Trustees who have given their time and expertise to steer our vaka, our Principal, Educators, Management staff, Komiti Tupu Mai, parents and last but not least our students. Thank you for your unconditional support and commitment especially with all the changes that we have had to endure and the uncertainty of where we would be located in 2019. It was a stressful time for all concerned in our Rise UP fanau. United we endured the storm and all the hurdles and barriers that we faced with the transition from being a charter school to a designated character school and from a privately owned rental property to now being under the umbrella of the Ministry of Education with its advantages and disadvantages. We prayed and fasted, the Board met and held numerous teleconferences to ensure that we were making the best decisions for our Rise UP fanau, our children and parents wrote letters to the powers that be, and the children recorded videos and posted on social media. We are now beginning to see the results of those efforts from everyone concerned.

SCHOOL STATUS

With the change of government in 2017, it was inevitable that our status as a charter school would be affected, transitioning from a charter school to a designated character school which has its positives and negatives. However, we continue to work with the officials and the powers that be to provide the best learning environment for our students.

THE PROPERTY

The property was our biggest issue. Unfortunately, we were unable to purchase the property, which caused a major concern of where to from Rosella Road. The

Ministry of Education offered a couple of locations which were totally unsuitable for our children and after pushing back with the first lot of officials, we were given another group of officials who again tried to force us into totally unsuitable buildings and locations. The first was a commercial building which was completely inappropriate, with too many health and safety issues. The safety and wellbeing of our children is paramount and would have been compromised to the extreme, not to mention the learnings of our children, and the ability for our Educators to deliver the required curriculum to provide good outcomes.

The second was well outside our preferred location and would have caused a lot of issues for our students with travelling. Everyone continued to hold the line and belief that we would be provided with a suitable location.

GOVERNANCE

Despite all the uncertainties regarding the property, we continued with our succession programme and appointed and welcomed two new trustees, Anna Holloway and Kevin Pasene, who were founder members of the Komiti Tupu Mai. They offer two more parent voices on the board.

A huge thank you to our stakeholders and all interested parties for the support provided to Rise UP.

In conclusion, on behalf of the Board of Trustees, we offer our sincere thanks and gratitude to our Rise UP fanau for your continued commitment, support and belief in the Rise UP motto of "Sharp Minds, Strong Bodies and Good Hearts".

With God's blessings – Malo Aupito

SALLY IKINOFO MNZM

CHAIRPERSON | RISE UP TRUST, RISE UP ACADEMY

CEO / PRINCIPAL'S REPORT

Malo e lelei,

The last 18 months of Rise UP Trust journey to improve Education outcomes for Pasefika and Maori students has been gruelling but strengthening.

In 2018 our Maaga | Whanau Community classroom comprised of 60 whanau: 80% Pasefika and 20% Maori origin.

Amongst the unprecedented waves of change, the Rise UP whanau continued to support their children's learning, attending the Hearts & Minds, Synergy, Mutukaroa, PATH programmes, 3-way conferences, and the stellar Komiti Tupu Mai meetings.

In 2018 we said farewell to a few staff, and this opened opportunities for existing staff to take up leadership roles in various positions. I would like to acknowledge all of our Rise UP Trust and Rise UP Academy staff for their steadfast commitment resilience and prayers.

In the last 18 months, Rise UP Academy students have demonstrated resilience, faith and outstanding leadership, as the landscape of their safe place, Rise UP Academy, has been under fire. The 2018 student achievement results were Reading 70%, Writing 74% and Maths 74% at and above the National Standards. These scores are slightly higher than the national average for Pasefika and Maori across Aotearoa.

The Rise UP Trust stakeholders and supporters have played a significant role in our journey to remain open as the establishment board of Trustees of the first primary Pasefika Special Character school. I would like to thank and acknowledge the following stakeholders National MP Honourable Nikki Kaye, Counsellor Efeso Collins, To'aletai David Tua, Honourable Aupito Sua William Sio, Brian Duncan and whanau, Graham Powell, Foundation North,

Melvina Browne, NZSTA, NZEI, New Zealand Pacific Principal's Association, Wayne Gribble, SUPA, Robin Hickman, Yvette Gутtenbeil-Po'uhila, Jerry Leaupepe, Silverfern Anantham Ltd and Whaea Nerina Howe.

Now that the Rise UP Academy is transitioning into the state education sector, we anticipate a change of season, a shift from surviving to flourishing and thriving. The Rise UP Trust will remain as the Rise UP Academy establishment board of Trustees until 2020, and the two entities will work in collaboration.

Rosella Road exit plans will commence in Term 4. In 2020, Rise Up Academy will relocate temporarily (for a period of up to 3 years) at Sir Douglas Bader Intermediate. The Ministry of Education have committed to building a new site for the Rise UP Academy, with the land acquisition scoping to begin shortly.

It has been my absolute privilege to serve our Rise UP Community to Build Learning Communities and improve education outcomes for Pasefika and Maori learners in South Auckland. I look forward to the journey ahead as we work alongside our parents and community stakeholders to advance the Rise UP vision.

May God continue to bless the work of our hands and hearts.

Malo aupito,

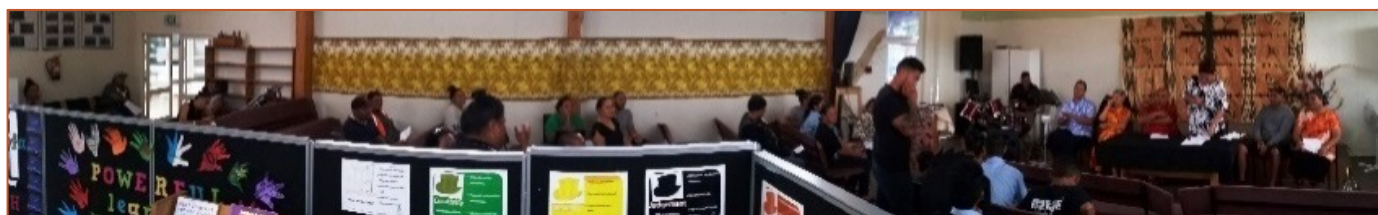
SITA SELUPE MNZM

CEO | RISE UP TRUST

PRINCIPAL | RISE UP ACADEMY



HOW WE BUILD LEARNING COMMUNITIES



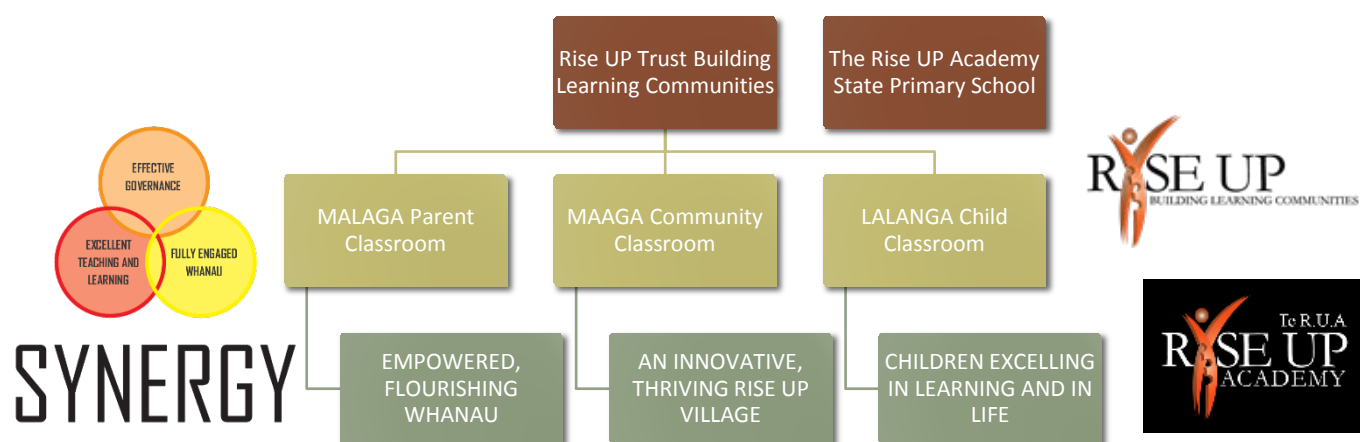
Rise UP Trust's wrap-around model of Whanau Mentoring sets up whanau for success. Our Building Learning Communities Project is a premium provider of Innovative and culturally responsive educational initiatives for Pasifika

and Maori whanau. Rise UP Trust worked with 60 whanau in 2018. In this context, 'whanau' describes one or two parents or caregivers and their primary and intermediate aged children.

THE SYNERGY OF THREE

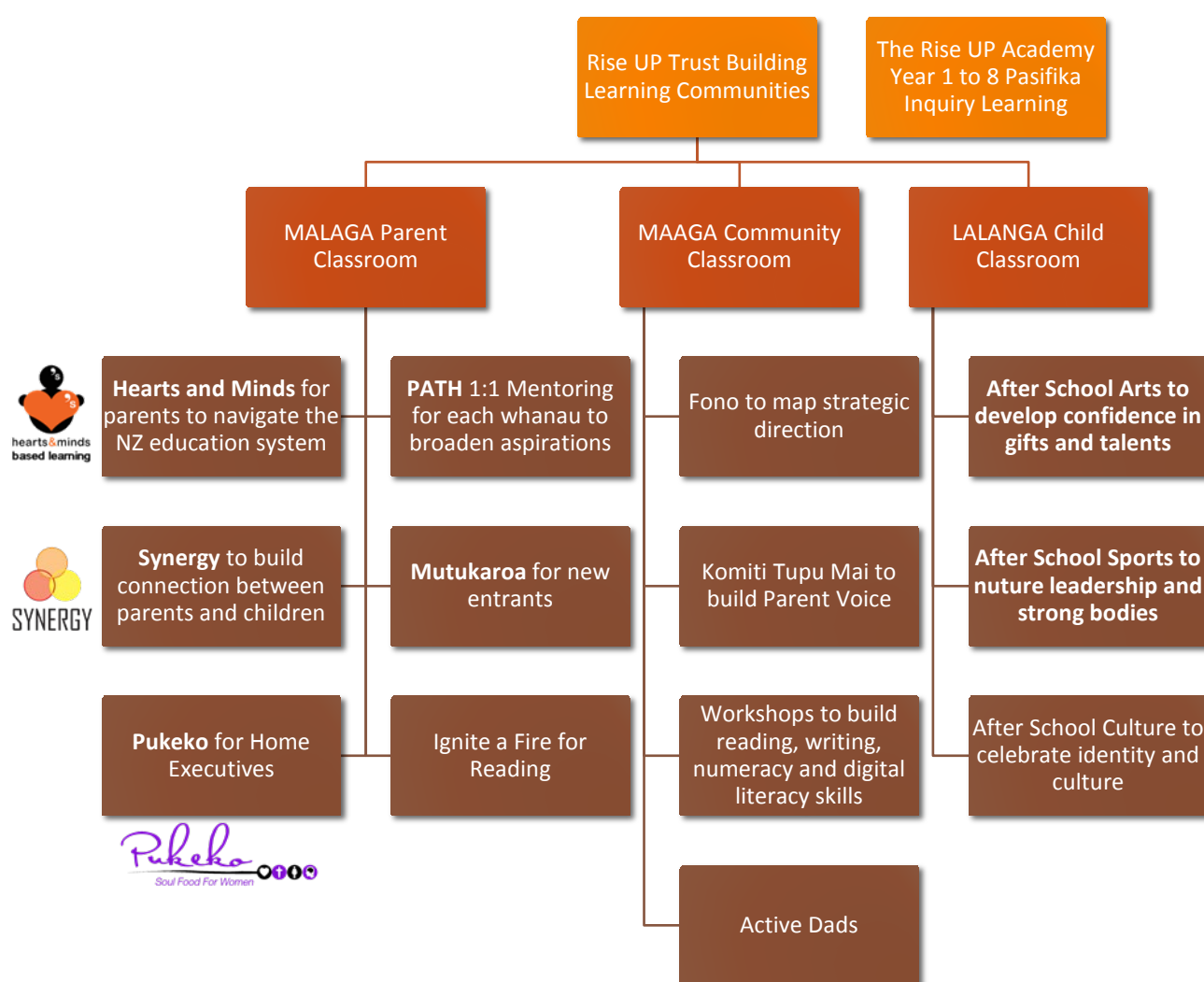
Our three culturally competent classrooms increase our Mangere Village community's skills, leadership and capabilities needed to drive and sustain positive local change. The ground covered in Pasifika Education provides

great hope for our parents and children. Thus, Rise UP is achieving our vision of Our Best Generation Yet! by meeting our three strategic goals: fully engaged whanau, excellent teaching and learning, effective governance



GRAPHIC | STRUCTURE OF RISE UP TRUST'S THREE CLASSROOMS. RISE UP ACADEMY BECOMES A SEPARATE ENTITY IN 2019.

THE THREE RISE UP CLASSROOMS AND THEIR PROGRAMMES



PARENT CLASSROOM | MALAGA JOURNEY | EMPOWERED, FLOURISHING WHANAU

Our authentic, collaborative model means parents, as well as students, are learners. The parent classroom is where whanau are mentored and empowered to be fully engaged in their child's learning. The journey of a Rise UP whanau equips them with keys to unlock their child's potential and engage with their learning. Parents understand the connection between their child's learning style, love languages and personality type. They can then apply that knowledge by choosing the best way to develop their child's thinking and problem-solving skills.

MAAGA | VILLAGE | MAAGA VILLAGE | INNOVATIVE AND THRIVING RISE UP TRUST

It takes a village to raise a child. Rise UP fono (meetings) and events grow the achievement and leadership of our village. The community mobilisation we have seen over time demonstrates a model of effective community engagement for flourishing urban Pasifika communities.

CHILD CLASSROOM | LALANGA WEAVING | CHILDREN EXCELLING IN LEARNING AND LIFE

Our children's points of difference are their parents' and Mangere community's engagement in their learning, and the Rise UP Trust developed a Pasifika Inquiry Learning model which provides culturally competent National Curriculum teaching and learning.

RISE UP IS LEAVING AN IMPRINT ON THE WHAKAPAPA OF SOUTH AUCKLAND.

FUNDING STREAMS | TRUST VERSUS ACADEMY



RISE UP TRUST

The Trust provides its innovative and culturally responsive Building Learning Communities project to Rise UP Academy's students and whanau and also the wider community.

We are invigorated by our ten-year partnership with Foundation North, and the other philanthropic support we receive. In 2018, this included Lottery Community and Auckland Airport Community Trust, BlueSky and KidsCan.



RISE UP ACADEMY

From the beginning, our parents asked us “When are we going to open a school?”. In 2014, Rise UP Trust opened the first Pasifika Primary Charter School in NZ. The Trust contracted to the Ministry of Education to sponsor the Academy. The Ministry has always funded all Academy activities.

After five years of children achieving higher than their national cohort, Rise UP Academy was successful in its application to become a Ministry of Education Designated Character State School. Our Trust completed its contract as a sponsor in 2018.

This Annual Report illustrates the last year of the Trust's sponsorship of the Academy. From 2019, Rise UP Academy is a separate entity to the Trust.



WHO ARE RISE UP TRUST?

We are a group of passionate teachers, committed parents, precious children and community leaders who have a shared purpose; to improve education outcomes for Māori and Pasifika and to create our BEST Generation Yet!

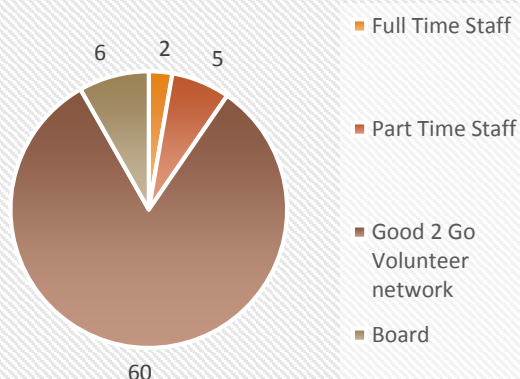
Rise UP Trust comprises six board members, seven staff and a vibrant group of whanau who attend our programmes, study at Rise UP Academy and volunteer in our Good 2 Go Volunteer network.

OUR BEST GENERATION YET!

Connecting
Hearts and Minds
through whanau
and communities
learning
together...



People

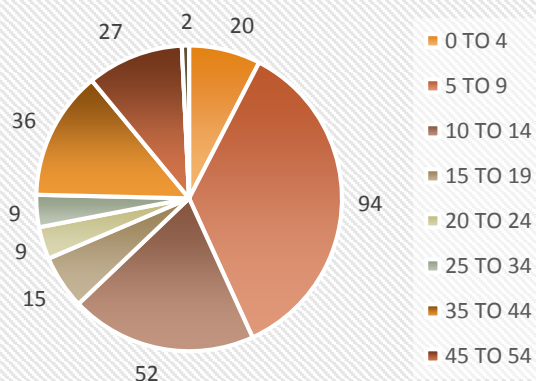


The Rise UP target population is primarily Pasifika, always acknowledging the mana whenua of Maori. Currently, 80% of our whanau identify as Pasifika and 20% as Maori. We are affiliated to the Makaurau Marae.

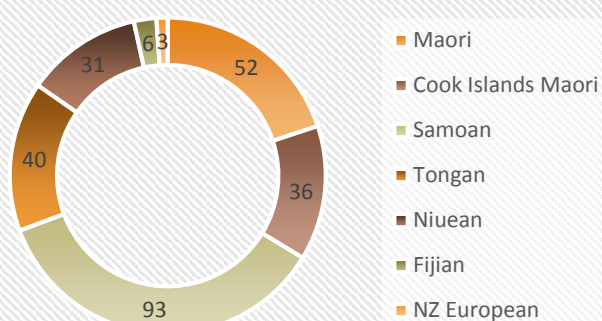
In 2018, we worked with 60 whanau. In this context, 'whanau' describes one or two parents or caregivers and

their primary and intermediate aged children. Independent support providers consider 22 to be particularly vulnerable for either high learning or behavioural needs.

APPROXIMATE AGES OF 264 WHANAU IN RISE UP TRUST AND RISE UP ACADEMY

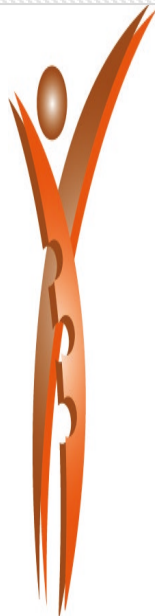
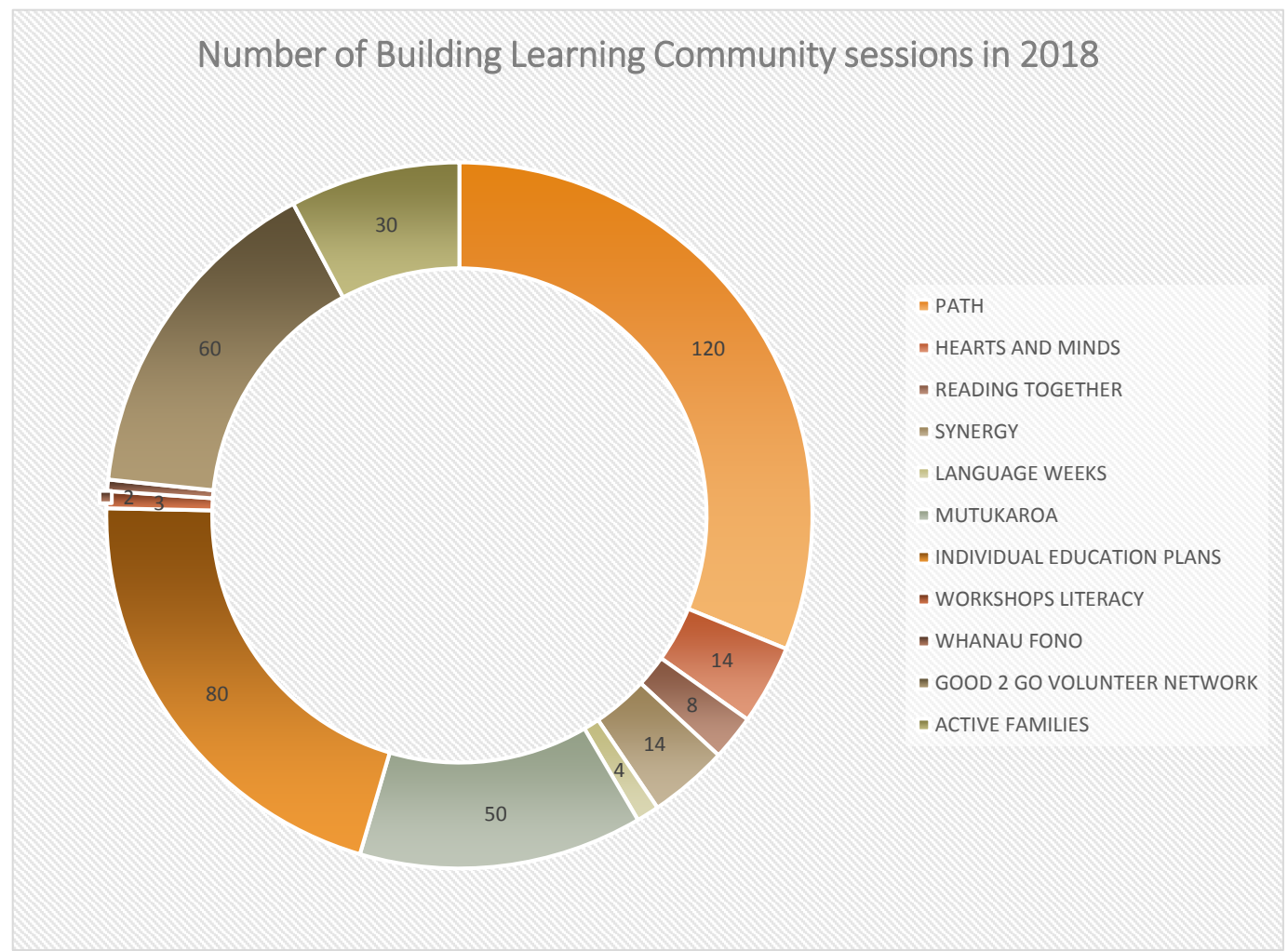


APPROXIMATE ETHNICITY OF 264 WHANAU IN RISE UP TRUST AND RISE UP ACADEMY



WHAT DO OUR WHANAU EDUCATORS DO?

Rise UP’s three Whanau Educators mentor 60 Pasifika and Maori whanau in South Auckland one on one and through programmes. We deliver individual consultations using PATH (Planning Alternative Tomorrows with Hope). We facilitate group sessions through Hearts and Minds (for parents) and Synergy (our parents and children together programme). Each year, our Whanau Educators conduct many meetings with our community.



CULTURAL RESPONSIVENESS

“What we are doing is not rocket science. It’s just the Pacific community and Pacific teachers who understand how to engage Pacific whanau. Greeting and receiving them at our school gates and our office with the same cultural understanding, perspective and responsiveness that makes them feel welcome in a school.” *Sita Selupe MNZM*

WHO ARE RISE UP ACADEMY?



Rise UP Academy is the first Pasifika Primary School in NZ. Originally a Charter school, from 2019 we are a Designated Character State Primary school with a roll maximum of 101.

ESTABLISHED 2014

VISION AND MISSION

SHARP MINDS, STRONG BODIES, GOOD HEARTS.

RAISING LEADERS ONE CHILD AT A TIME.

WHEN WE ENROL YOUR CHILD, WE ENROL YOUR WHANAU.

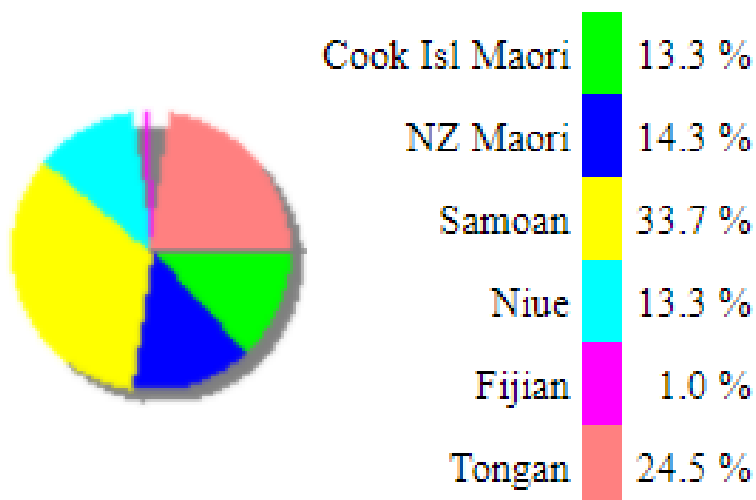
IT TAKES A VILLAGE TO RAISE A CHILD.

OUR PURPOSE

2018 marks five years in which Rise UP Academy operations have built on core strengths of teacher effectiveness and whanau engagement. The growth in capacity to teach and empower students and whanau has led to more priority learners achieving at and above National Standards. Our purpose is to improve educational and wellbeing outcomes for Pasifika communities in Aotearoa. For five years the Academy

(together with the Rise UP Trust) have partnered with our community to celebrate our Pasifika uniqueness and draw from our collective strength to challenge and change the 'long brown tail of educational underachievement'. The Rise UP Lalanga | Woven Mat Pasifika inquiry teaching and learning model prepares students and whanau to successfully transition from the Early and Primary education sector to Secondary school to employment.

RISE UP ACADEMY STUDENT DEMOGRAPHIC



RISE UP ACADEMY TEACHERS



OUR APPROACH

Rise UP Teachers exemplify our vision. They provide culturally responsive teaching and learning environments that set learners up for success. We establish healthy learning focussed relationships based on equity, fairness and respect. Resilience, learning and achievement come from healthy hearts, minds, bodies, souls and relationships. We lead ourselves well, through role modelling and ongoing personal development, to set everyone up for success.

OUR UNIQUE PASIFIKA INQUIRY-LEARNING MODEL

Our staff's relational approach opens doors to successful navigation of the National Curriculum. Whanau become au fait with NZ's curriculum, having learnt the fundamental concepts through the Pasifika Inquiry Learning model which references a vast library of culturally appropriate examples. Further, our children are being set up to be lifelong learners.

Our teachers provide a unique Pasifika, Inquiry-based learning model using authentic contexts for learning experiences. We engage using the cultural concepts that

are embedded in our Pasifika cultures and develop permanent learners, with relevant skills for 21st Century life in Aotearoa.

We demonstrate high academic expectations for learners and whanau. (National research shows that Pasifika and Maori students are disadvantaged by low teacher expectations and unconscious bias.) In contrast, Rise UP's teachers deliver our Hearts and Minds version of the National Curriculum.



A GRADUATE RISE UP STUDENT LOOKS LIKE:

SHARP MINDS

Inquiry minds
Aware of choices
Good decisions
Life-long learners
Problem-solvers
Active reflectors
Focussed learner
Feeding our minds
Future focussed
Self-motivated
Excellence
Student's voice
21st Century learners
Digital citizens
Literacy skills
Numeracy skills
Shows initiative
Self-efficacy

STRONG BODIES

Health-conscious
Good habits
Self-discipline
Positive self-image
Physically active
Respects own body
Holistic Health/Hauora-well-being.

GOOD HEARTS

Helping others
Relate to others
Kind/Caring
Resilient
Team player
Servant leadership
Motivator
Excellence
Humility
Confidence
Empathy
Whanau support
Know their identity, culture, and Pasifika values (Fa'aaloalo, Fakaalofa)
Respecting other cultures
Bicultural
Knowledge of Te Reo, Tikanga and Treaty of Waitangi

WHAT DO WE WANT FOR OUR MANGERE COMMUNITY?



WHY MANGERE?

Rise UP Trust was born in our community. We centre our strategy on a culturally responsive, intergenerational learning environment in Mangere, grounded in Pasifika values. Our focus is Mangere, South Auckland, because it is a fast-growing uniquely Pasifika school student demographic (59% in Mangere-Otahuhu compared with

14% in Auckland). Mangere is our unique place. Our Teachers and Board live in and understand our community. Rise UP has strong collaborative ties to our South Auckland community, and the cultural capacity to engage meaningfully with them. We know what works for Māori and Pasifika whanau.

CONNECTING HEARTS AND MINDS OF WHANAU

Rise UP Trust's vision is Our Best Generation Yet! Our mission is Connecting Hearts and Minds through whanau and communities learning together.

Rise UP's relational approach is to gain the confidence of parents and whanau based on the understanding that you cannot teach a whanau what you know until they know that you care. Once a relationship is built, a "sonic boom" happens, and parents are empowered to be active

participants in the learning process. Our developmental evaluation performance story framework will contribute to National research best practice. We want Rise UP delivering holistic Pasifika education and wellbeing solutions so that children are succeeding in learning and life, whanau are empowered and flourishing, engaged in their children's learning, and Rise UP Trust's Mangere community is thriving and innovative.

COLLABORATION



As established inhabitants of the South Auckland community, Rise UP's cultural capability helps us build collaborative relationships with the private charities and government organisations working for our Mangere community. We are relationship-based; we participate in inter-sectorial work to share models and plant seeds so all our connecting institutions can serve Maori and Pasifika better. Rise UP leverages services for a captive audience to improve social, health and education outcomes.

Our range of stakeholders includes evaluation, financial, business, media, political and wellness advisors who are sector leaders. We collaborate with SUPA (Saintz Up Performing Art School), local Councils, Affirming Works, SouthSeas Healthcare, Life Education, KidsCan, Good Seed Trust, Providence Church and other small community groups. Whanau Educators come alongside whanau to understand the challenges and barriers in their situations and refer to government social support providers, in addition to mentoring them through the Building Learning Communities project.

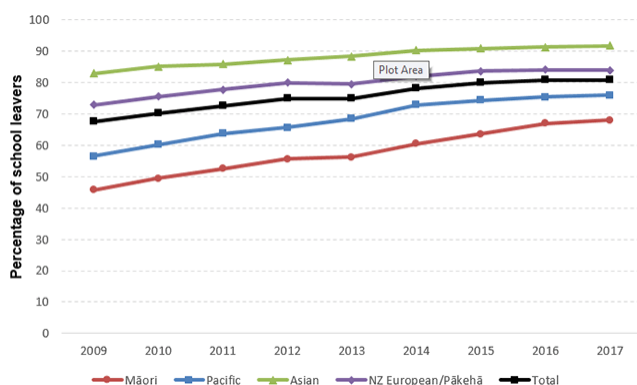
WHAT WAS OUR EFFECT ON CHILDREN'S LEARNING IN 2018?

STRATEGIC GOAL ONE. CHILDREN EXCELLING IN LEARNING AND LIFE.

RAISING LEADERS, ONE CHILD AT A TIME SHARP MINDS, STRONG BODIES, GOOD HEARTS

INEQUALITY IN OUR ENVIRONMENT

Rise UP's unique Pasifika Building Learning Communities project is addressing persistent inequality affecting the Pasifika primary school community. Two-thirds of NZ Pasifika students are at risk of not meeting national targets in literacy and numeracy. (educationcounts.govt.nz). In contrast, Rise UP Academy students are scoring up to 15 percentage points higher than their national cohort.



In 2018, we mentored 60 Pasifika (80%) and Maori (20%) whanau. One-third of our students have been independently assessed as particularly vulnerable, with considerable learning, behavioural needs, and mental and physical health needs.

SUCCESS IN OUR VILLAGE

There have been fewer behaviour contracts, and students are moving from well below target towards meeting targets. There have been significant reductions in abuse investigations from Oranga Tamariki at Rise UP Academy. We attribute this to an increase in positive whanau relationships as they navigate challenging life circumstances with Rise UP Whanau Educators.

Rise UP children's voice is heard through methods such as Student Council and a Wellbeing Survey. They reported the increasing degree that they feel safe, confident, secure and valued.

MASTERING LIFELONG LEARNING SKILLS



Rise UP students achieve significantly higher literacy and maths scores than their Pasifika cohort. Rise UP children are learning the National Curriculum in a way that enables them to master life-long learning skills relevant for 21st Century life in Aotearoa.

LALANGA | WEAVING

Rise UP describes lalanga | weaving as the way we interlace Pasifika into NZ education. Pasifika refers to a child's deep cultural foundations (unique familiar values such as whanau, tautua | service, tuakana-teina | intergenerational

support as older siblings watching over younger siblings, liuliu | leadership and practice leadership skills, and fa'aaloalo | respect.

21ST CENTURY LEARNING SKILLS

21st Century learning skills (problem-solving, communication, leadership, critical cause and effect thinking) are taught within a Pasifika framework, using authentic context inquiry learning that accelerates learning for our children.

INQUIRY LEARNING

Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning. It moves students from knowledge to understanding. The constructivist theory emphasises the skills, attitudes, and beliefs that students develop as they discover and construct new knowledge for themselves. Inquiry learning helps students become self-directed, lifelong learners.

WHAT 21ST CENTURY LEARNING SKILLS LOOK LIKE FOR OUR CHILDREN

1. Mangere whanau are hooked on 'learning to learn'.
2. Children don't learn by rote. Educators create a more personalised learning experience. They reference unique Pasifika values and foundations when they use authentic contexts for inquiry learning.
3. Parents and staff, as well as children, are learners. Students and parents apply concepts to topics that spark their interest.
4. They can apply their learning to real-life scenarios. This genesis, couched in familiar Pasifika cultural situations, creates a profound library of effects which are relevant and absorbing to learners.



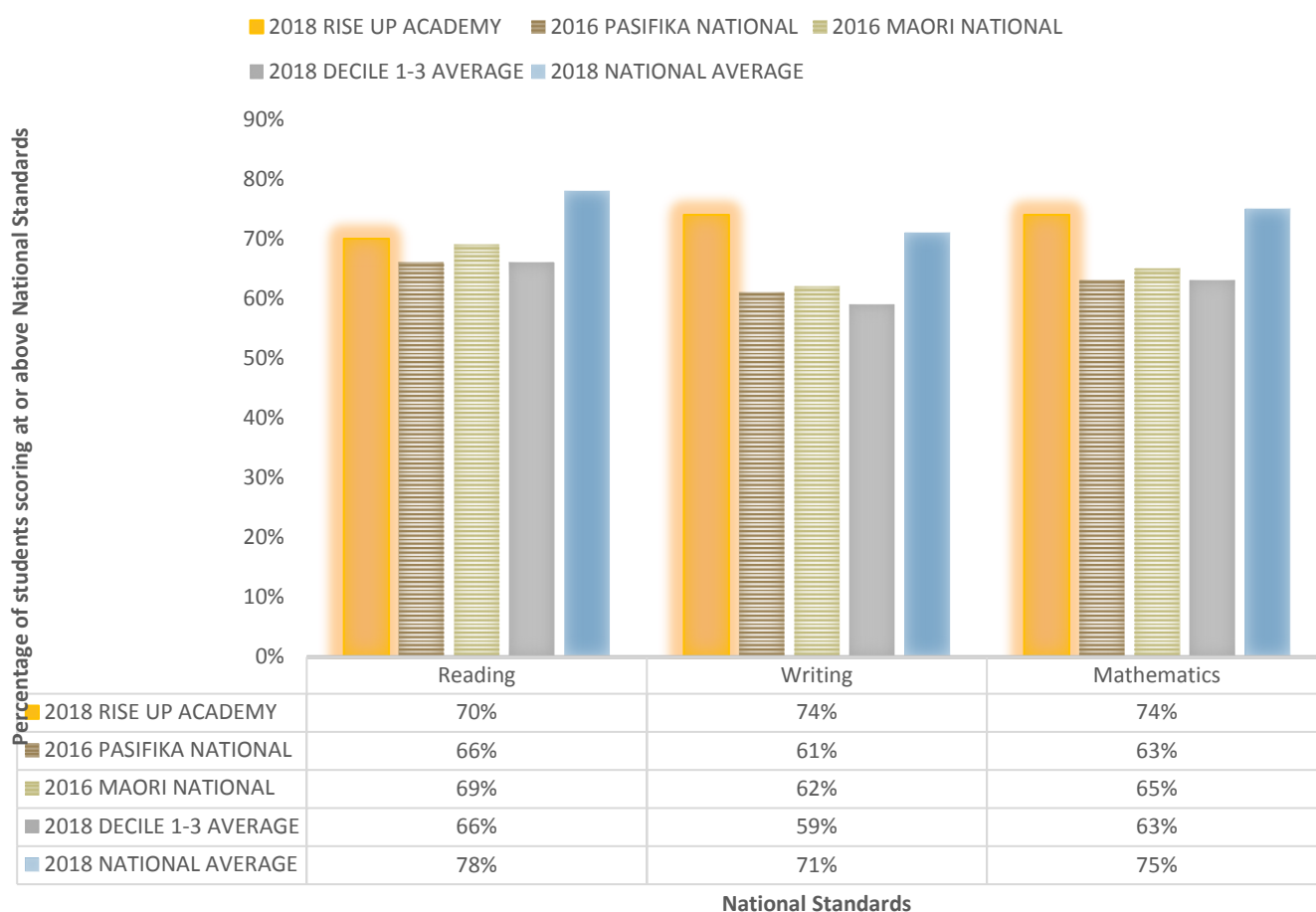
WHAT THIS MEANS FOR INEQUALITY IN OUR NEXT GENERATION

LIULIU FUTURE LEADERS Our children apply 21st Century Learning skills within a Pasifika framework to broader contexts. Rise UP's Pasifika Inquiry Learning approach (critical thinking), supports students and parents to understand causes and effects of NZ society and the world. This kind of critical thinking is a pre-requisite for social

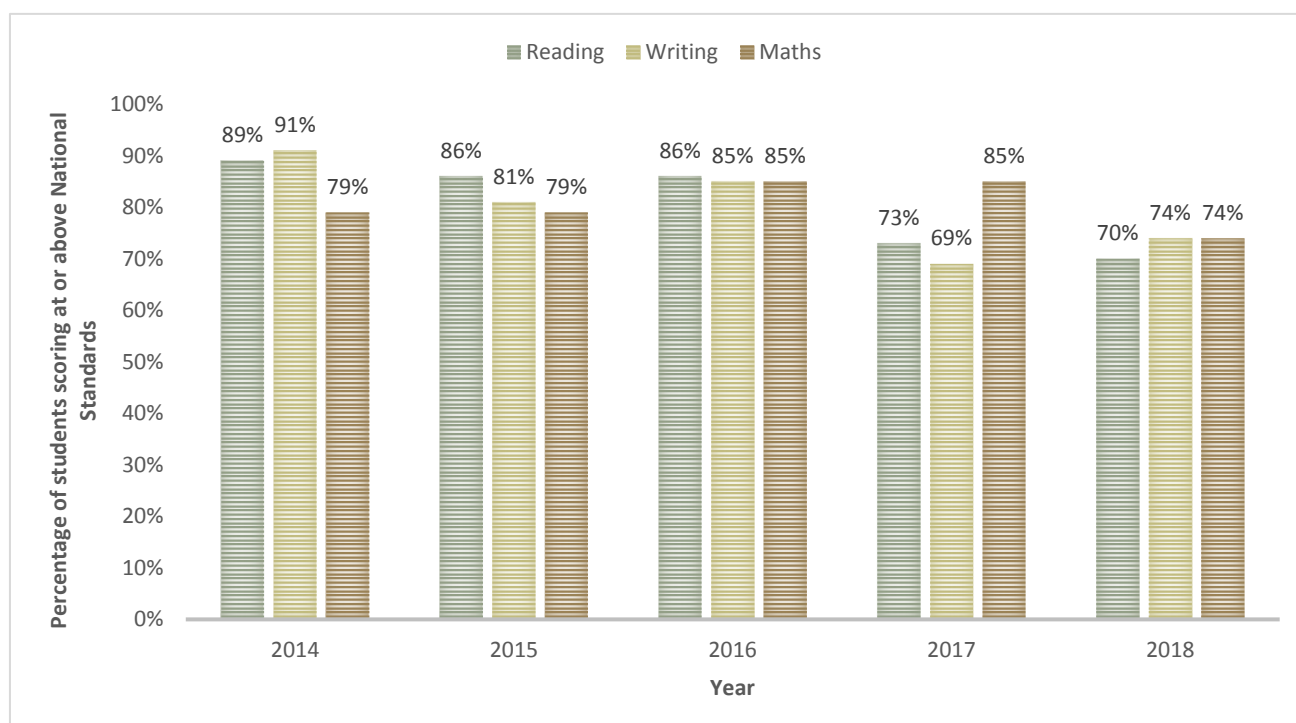
cohesion and advancement yet is not readily available to many Pasifika children. The Rise UP Pasifika Inquiry learning model enables our children to be critical thinkers. Rise UP will help, in a small way, to remedy the shortage of critical thinking and improve essential issues in our country.

STUDENT ACHIEVEMENT SCORES

2018 ACHIEVEMENT AT/ABOVE NATIONAL STANDARDS



RISE UP YEARLY STUDENT ACHIEVEMENT DATA



The school's 2018 total results show a slight decline from their 2017 total results. However, overall results across the





Student Profile	Reading %	Writing %	Maths %
Māori	54	62	46
Pasifika	72	76	79
Female	74	72	76
Male	67	76	73
40w	50	64	64
80w	55	73	82
Y3	75	67	83
Y4	73	73	55
Y5	77	69	77
Y6	67	89	78
Y7	75	75	75
Y8	90	90	80
Total	70	74	74

EXCELLENT RESULTS

Student accomplishments reflect the passionate engagement of their whanau, the leadership and commitment to professional learning development of Rise UP's staff, and the success of Rise UP's whanau engagement strategy.

Where there is high community engagement, led by parents, we see high Maori and Pasifika achievement at school. This

high engagement has driven accelerated shifts in our children's learning, and our graduate students are gaining scholarships to further elite education opportunities

The Reading data in the Junior school, particularly for students who have been at school after 40 weeks reflects a large cohort who are ESOL or Students with High Learning needs.

EFFECTIVE TEACHING AND LEARNING

We determine our approach to assessment through a range of evidence and sources which support and clarify teachers' overall judgements for all of our students' progress and achievement of National Standards. The evidence informs our teacher focus and decisions. Individual Student Portfolios (Learning Journey) provide samples of students'

work for target students who are well-below and below the standard. Rise UP Academy uses internal moderation processes to build assessment dependability. The Board and Management team have reviewed the Assessment policy and will continue to monitor procedures.



FOCUS ON IMPROVEMENT

The focus in 2018 has been to improve reading for Year 1 - 3 students. We used the following approaches:

a) The **Quick 60 programme** designed to significantly support and accelerate progress for students who have literacy difficulties in reading.

b) **Professional Learning Development** staff meetings that involve using data as part of evidence-based leadership for teachers to share their classroom data more regularly in junior and senior syndicate meetings.

c) The Professional Learning groups each term, providing opportunities for teachers to collaboratively **share video footage of teachers' practice** and share useful feedback to identify what is making an impact on student learning.

d) The **ERO School Evaluation Indicators** document is strategically used as a school to develop evaluation capacity as part of staff professional reading.

e) The **Ignite a Fire for Reading together** programme for parents that will provide supportive strategies and resources when reading with their child at home.

f) **Sunshine Books** online as an ICT resource catering for digital learners

g) **Smart Words** resource to support the school-wide spelling programme.

h) The **transition to school programme** and enrolment process for our new entrants is also being reviewed to identify students who may have special needs and require early intervention.

i) The BOT and Management have reviewed the **assessment policy** and will continue to implement and monitor school-wide procedures.

j) The whanau educator will also ensure that the target children's whanau will participate in the **core Rise UP Building Learning Communities programmes**; Hearts & Minds, Synergy, PATH, Mutukaroa and Literacy workshops so that they become fully engaged in their children's learning.

AFTER SCHOOL PROJECT

In addition to the Academy's National Curriculum content, Rise UP Trust provides children with free access to the Building Learning Communities After School Project. It gives opportunities for success in Arts, Sports and Culture through free after school community programmes. Success breeds success: while developing skills and talents after school, children build confidence and leadership traits that translate to academic success. Vulnerable students get access to specialist programmes that they otherwise would not have been able to attend.

INCREASED PARTICIPATION AND SOCIAL COHESION

The Sports project (lessons in swimming and ball sports) gives students a sense of pride and develops their leadership and team playing skills. Parent volunteers are involved in afterschool sports and culture programmes.

ENHANCED CULTURAL VIBRANCY

The AfterSchool Arts project, in conjunction with SUPA Performing Arts, is impacting children's ability to feel confident to express themselves. They are developing pride in their gifts, talents and identity through the SUPA yearly showcase, along with the AfterSchool Culture project based around National Language Week. The Synergy programme in Term 3 will bring parents who have completed Hearts and Minds back into the classroom to practise skills with their children. They work together, using Pasifika Inquiry Learning techniques to explore their culture and identity, culminating in a vibrant group presentation.



STUDENT GRADUATE PROFILE

LEARNING COMES FROM HEALTHY MINDS, BODIES, HEARTS, SOULS AND RELATIONSHIPS

Rise UP students know how to learn, and are equipped to move from primary to higher schooling, to employment.

SHARP MINDS

Shortening the long brown tail of underachievement.

- Rise UP children reach national benchmarks in reading, writing and mathematics at a rate of at least 15% above the average Mangere/Otahuhu child and their national cohort.
- Our most vulnerable students are moving up in literacy and numeracy scores from well below, and they have the classroom behaviour skills to absorb teaching materials. Individual Education Plans identify and manage barriers.

Inquiry minds	Feeding our minds	Digital citizens
Aware of choices	Future focussed	Literacy skills
Good decisions	Self-motivated	Numeracy skills
Life-long learners	Excellence	Shows initiative
Problem-solvers	Student's voice	Self-efficacy
Active reflectors	21 st Century learners	Focussed learner

STRONG BODIES

Our children have improved health and wellbeing through the Rise UP Trust Building Learning Communities project that includes a free after school arts, sports and culture project. Their confidence has a flow-on effect to increased

participation in community recreation, sports, arts and cultural opportunities. They are health-conscious with self-discipline and positive self-image. They have fewer days absent from school.



Health-conscious	Positive self-image	Respects own body
Good habits	Physically active	Holistic Health/Hauora-well-being.
Self-discipline		

GOOD HEARTS



Children feel safe, confident and valued. They have increased confidence and broadened aspirations. Not only are students excelling in learning, but they are also more confident in their identity and culture. They enact

Fekafekau | Service with empathy. LIULIU | Leadership | Rise UP is raising leaders one child at a time. Children who motivate others and strive for excellence.

Helping others
Relate to others
Kind/Caring
Resilient
Team player
Servant leadership

Motivator
Excellence
Humility
Confidence
Empathy
Whanau support

Know their identity, culture, and
Pasifika values (Fa'aaloalo,
Fakaalofa)
Respecting other cultures
Bicultural
Knowledge of Te Reo, Tikanga and
Treaty of Waitangi

WHAT DOES A RISE UP KID LOOK LIKE?



OUR STUDENTS:

- KNOW THEIR CULTURE AND IDENTITY IS VALUED AT SCHOOL
- UNDERSTAND THEIR GIFTS AND TALENTS
- ACCELERATE THEIR LEARNING BECAUSE MOTIVATED LEARNERS LEARN FASTER
- HAVE SHARP MINDS, STRONG BODIES AND GOOD HEARTS

WHAT WAS OUR IMPACT ON WHANAU IN 2018?

STRATEGIC GOAL TWO. FULLY ENGAGED, EMPOWERED AND FLOURISHING WHANAU.

RISE UP PARENTS ARE FULLY ENGAGED IN THEIR CHILD'S LEARNING AND THE WIDER COMMUNITY.

THEY HAVE BROADENED WHANAU ASPIRATIONS.

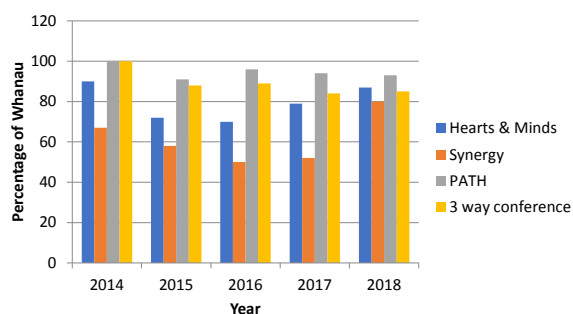
WOMEN ARE FLOURISHING, AND MEN ARE POSITIVE ROLE MODELS.

With the confidence and connection they experience at Rise UP, our whanau are becoming people who are making changes, having higher engagement and participation in the school community with resultant success. 75% of Rise UP Whanau have engaged with all the Building Learning

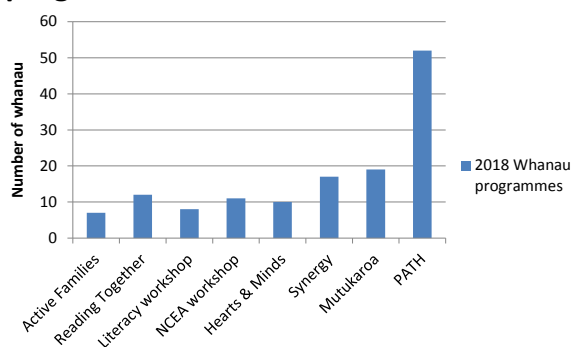
Communities programmes in 2018. Rise UP Whanau consistently show their approval of Rise UP services by their survey feedback, their 85-100% attendance at fono and parent-teacher meetings, and their word of mouth engagement of new parents.



BLC core programmes 2014-2018



2018 Whanau participation in BLC programmes

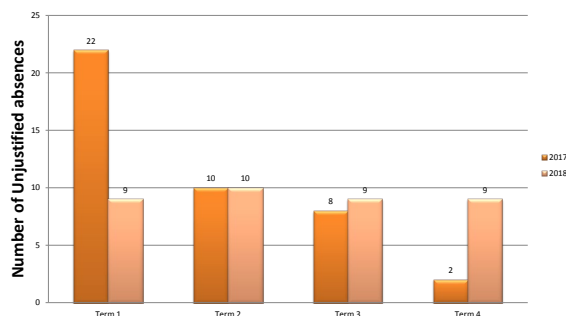


HEARTS AND MINDS

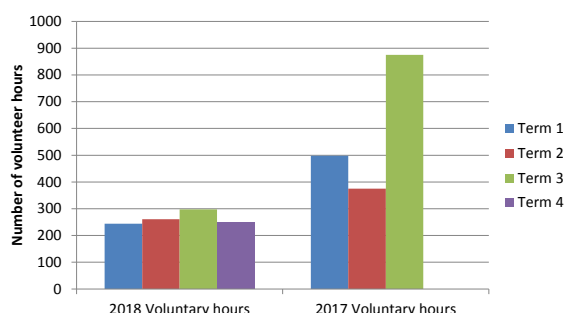
New whanau began with Hearts and Minds. Parents reported feeling empowered as they understand the connection between their child's learning style, personality type and the best way to develop the child's thinking and problem-solving skills. Vulnerable, migrant Pasifika and

Maori built relationships with other parents to become active participants in their school and community. Children had less unjustified absences and stand-downs. Our whanau take a journey as they participate in programmes.

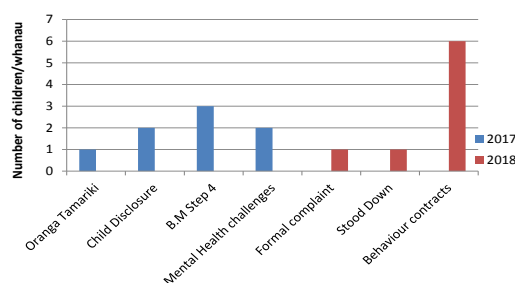
UNJUSTIFIED ABSENCES



VOLUNTEER GOOD TO GO ARM TARGET 2,240



STUDENT WELL-BEING



PATH (PLANNING ALTERNATIVE TOMORROW WITH HOPE) AND MUTUKAROA

1:1 WHANAU MENTORING CONNECTS WHANAU WITH COMMUNITY, HEALTH AND SUPPORT SERVICES.

Throughout, whanau have been mentored to develop self-determination. Whanau Educators lead Whanau through PATH (Planning Alternative Tomorrows with Hope) plans. Rise UP whanau are achieving personal goals and aspirations. Educators follow up as whanau implement their PATH plan to meet their goals for the year.

The Whanau Educator 1:1 mentoring session involves writing up goals and gathering support structures. Whanau Educators address barriers so that all whanau can access housing, health, education, employment and enterprise opportunities. Vulnerable and migrant whanau are in a better space to have the confidence to seek the support they need to foster their children's education. Vulnerable

and migrant whanau are benefiting from access to social, housing and health government support.

STRONGER FAMILY WELLBEING AND RESILIENCE Whanau have increased positive engagement with each other. Whanau are empowered and happy. They have increased resilience: they know how to be well and stay well. There is a continued reduction in abuse investigations from Oranga Tamariki. Whanau are accessing support agencies to address barriers. There is reduced absenteeism, and children are better equipped to learn.

MUTUKAROA Y1-3 LEARNING CONVERSATIONS

Year 1-3 parents are more confident of accelerating their child's literacy progress from home through the Mutukaroa project.

SYNERGY

CULTURAL VIBRANCY | I KNOW WHO I AM; CHILDREN AND PARENTS DEVELOP A SHARED CULTURAL IDENTITY, INCLUDING VALUES AND PURPOSE.

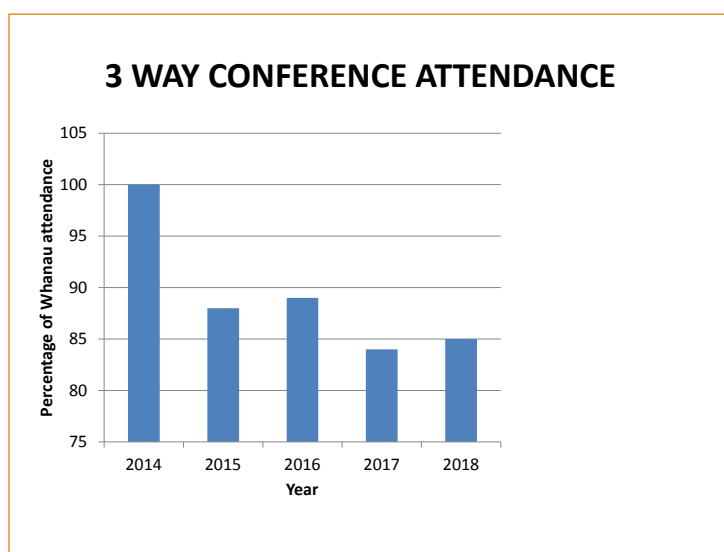
Next, Synergy releases the gold collected in Hearts and Minds. The six-week course equips parents with the keys to unlock their child's potential and engage with their learning. Setting up whanau for success, it incorporates three-way learning, where educators take parents and their children through real-life problem-solving strategies.

Rise UP took whanau on a journey to discover their whanau's unique identity, personalities and learning styles. The sessions culminated in a group presentation night, demonstrating their sense of pride and connection. Our parents explored ways to think and ask questions with their child. They developed their critical thinking, leadership and

communication skills as they work with their child's learning style and personality. All of the family participates in decisions that affect their projects.

INCREASED CAPABILITY | 70% of Rise UP Dads have taken their family through the Synergy project. Parents know how to nurture children's gifts and talents; know their learning styles, personalities and love languages.

Our Synergy graduates say they are stronger in their identity and culture. They have more cohesion as a family unit. They have open communication with children. They share broadened aspirations.



SUMMARY

Our relational approach fosters a symbiotic reciprocal relationship from School to family, and Family to school to accelerate student achievement. Parents are better equipped with tools and skills to support their child's learning at home and school. They are developing critical thinking, problem-solving and leadership skills. They can participate in decision making. Stronger sense of identity and culture They can apply their increased understanding of how to unlock their child's genius. Migrant whanau are building support networks. There is reduced absenteeism, better equipped to learn.

ACCOUNTABILITY

Whanau are more willing to seek the support they need to foster their children's learning and development. Whanau don't leave their child's education up to the school; they take ownership. Whanau now know where the bar is and what to expect from their school. They keep the school's governance accountable. They feel confident and can ask questions and voice concerns. Whanau are successfully navigating the NZ school curriculum and education system.

SONIC BOOM

Once our whanau are confident in their identity, they thrive. When families thrive, then communities thrive. This thriving has a flow-on effect from families - to communities - to a nation.

After two to three years with Rise UP, whanau experience a SONIC BOOM. They have improved decision making, critical thinking, problem-solving and leadership skills. They are empowered to join parent committee, BOT or leadership roles in their spheres of influence.

They have absorbed Information plus Application - they are experiencing Transformation. They return to Hearts and Minds sessions to provide support and insights to new participants.

Parents are reporting that they're spending time at home assisting children with their learning, knowing and nurturing their child's strengths. In a broader sense, Rise UP whanau life is enhanced by projects like Active Families, which has a strong band of three families training weekly.

FIVE SONIC BOOMS

Rise UP Parents and children engage fully in their community, mentoring and encouraging others to develop their full potential.

Five of our whanau are demonstrating Rise UP's sonic boom. They have moved from awareness to understanding, to informed self-determination. They no longer have PATH sessions with the whanau educator. For example, after five years with Rise UP, a Parent's whanau of four children conduct their own PATH plan around the dinner table. The children know their learning goals from school three-way conferences (parent, teacher and child) and wove them into the large paper plan that's on the wall above their TV. Some sonic whanau return to Hearts and Minds sessions to provide support and insights to new participants.



WHAT WAS OUR IMPACT ON OUR COMMUNITY IN 2018?

STRATEGIC GOAL THREE. AN INNOVATIVE THRIVING RISE UP ORGANISATION.

MAAGA | COMMUNITY LEADERSHIP, CONNECTEDNESS AND EMPOWERMENT

OUR MAAGA | Our Mangere Village

Rise UP has a meaningful, respectful partnership with our Mangere community. We model genuine community dialogue, which contributes a powerful voice in the development of the National Education and Learning Priorities.

The child is at the centre of a support network, linked to government agencies, philanthropic support and community initiatives. A new breed of empowered, thriving parents and caregivers have broadened aspirations for their whanau.

RESILIENT WHANAU – VIGOROUS VILLAGE

Our relational approach is grounded in Pasifika values. With Foundation North's support, our premium educational services increase our Mangere Village community's skills, leadership and capabilities needed to drive and sustain positive local change.

LIFELONG INTERGENERATIONAL LEARNING.

Rise UP's innovative initiatives are connecting families with their community. They see learning as a 'cradle to grave' project: They participate in early learning opportunities. They took up opportunities to contribute and grow confidence through volunteering at events that celebrate local identities and talents. Our community is taking ownership of the raising of children in our village. Whanau attend fono, interact on facebook, complete surveys and initiate volunteer action or service to the school or

community. Within **OUR VILLAGE COMMUNITY**, Fono and celebrations bring the village culture of our Mangere community into the child's classroom, for authentic context inquiry learning, and significantly, grow the achievement and leadership of our village.

INFLUENCING STRATEGIC DIRECTION

Whanau engagement builds capacity that develops strong governance and leadership. We see increased Whanau and community capability and self-determination. Parents are involved in determining the direction of the Trust and their school. Frequent Whanau fono feed into Rise UP Trust's strategic direction. We use developmental evaluation techniques to respond to the community's requirements; whanau co-construct the strategic direction of Rise UP. They no longer leave learning up to the schoolteacher. They support and champion their children's education and achievements.



The school has been founded on identified community need and draws on well-established relationships with whanau and community agencies. Successful strategic planning and effective leadership are key factors of the Rise Up Trust in meeting the complex needs of a diverse community.

ERO Readiness Report



KOMITI TUPU MAI

INCREASED PARTICIPATION

The community classroom (Maaga | Village) incubates positive community engagement. Rise UP parents have formed their own Komiti Tupu Mai (Parent Committee) which provides a Parent Voice for Rise UP strategic planning and policy review. The resilient Komiti Tupu Mai mentors and advocates for whanau. In a domino effect, they draw other members of their whanau and neighbourhood into the Rise UP way. They have developed new whanau initiatives including Active Families, Rise UP Dads and Digital Literacy. Three new parents joined the Komiti Tupu Mai.

EMPOWERED:

Two parents took leadership to the next level with appointments to the Establishment Board of Trustees for the new Designated Character school Rise UP Academy.

Rise UP is investing in professional development support to set them up for success in leading effective governance.

GIVING BACK

Rise UP's sense of community is inspiring. The school is like a Hub which links families to various community organisations. We show commitment to each other through VA FEALOAKI | Relationships are enhanced within the family and in the village.

Parents are active participants, supporting the growth of their community. They are proactive in promoting health and education in their community - giving back to the community, including being proactive in local board initiatives

The village community has increased capability so that it can self-determine its long-term goals for social change and then map backward to identify necessary prerequisites.

AN ASSAULT ON OUR VILLAGE

COMMUNITY CAPABILITIES AND SELF DETERMINATION

Our small team have been stretched to our limits by governmental maladministration, fraught stakeholder management during uncertainty and visceral campaigns to reject sub-standard property solutions.

PARENT RESPONSE TO MINISTRY OF EDUCATION'S POOR TREATMENT IN PROPERTY LOCATION

Rise UP's school roll haemorrhaged a fifth of our roll in two months, directly due to the Ministry's order for Rise UP to choose between re-location to a vastly unsuitable commercial location in Otahuhu, or closure. The students and whanau of Rise UP Academy deserve more than the assault to the senses that was the proposed new site. It was unsafe for students and staff due to the public and commercial access at any given time of the day and lack of any green space.

Whanau wrote letters and spoke up in meetings. 70% of our whanau attended a fono with the Ministry of Education and Rise UP Board about the Otahuhu site. One Dad challenged the Ministry property team to provide them with greater assurance as to the long-term plans for these precious tamariki. The Ministry property team were replaced, and the move to Otahuhu was stopped.

COMMUNITY CLASSROOM – LEARNING THROUGH HARDSHIP

The second Ministry property team identified space in a school in Flat Bush and directed Rise UP to move 18km away or be dispersed to local Mangere schools. The Komiti Tupu Mai strengthened and again lobbied the government. There was 95% attendance at a whanau fono. The parents' entreaties secured an extended lease at the current Rosella Road site. The landlord said they had made their mind up to terminate our lease at Rosella Road. Their change of mind was entirely due to the parents' voice'.

Also, the Good2Go volunteer arm supported stretched Rise UP staff through a working bee and contributing to school resources. The property battle was stretched over 15 months in all, and the staff and parent's resilience was getting depleted. Parent's community communication strategies were developed and enhanced as they travelled through the 'groan zone' of the constant conflicting unreasonable demands of the Ministry.

Finally, in May, a site previously discarded by the Ministry was selected for Rise UP to move to for the next 3-5 years, while the Ministry builds a new school in Mangere for Rise UP. Sir Douglas Bader Intermediate will share their substantial green space with Rise UP from 2020.

TEN YEARS FROM NOW...

WHANAU EXPERIENCE

Now, we're voyaging on a ten-year ethnographic longitudinal study. Together with Foundation North are unpacking the Rise UP theory to gather strong evidence on our Rise UP principles of practice. We will link to other New Zealand works on cultural identity, success and education. Partnering with 20 Rise UP families, we are researching the family's role in their children's progress and development. The study considers what 'success' means to them and for their children as Māori and as Pasifika. What does success look like as Maori and as Pasifika? What supports and hinders that success, and what are its ripple effects? We set family and child-focused goals.

SPECIFIC RESEARCH ACTIVITIES:

Whanau 1:1 PATH sessions. Interviews, surveys and focus groups, case studies. Visual means of capturing experiences and stories. Whanau meetings. School results, child attendance. Engagement statistics: parent attendance, satisfaction surveys, before and after case studies. Survey, community participation, presentations at whanau meetings.

NAVIGATION MAPPING

Rise UP is providing developmental evaluation data on what works to navigate with whanau through complexities of tough social issues and social innovation. Increased inclusion | Our Constitution directs us to establish a communication network which will enable participants within the Pacific Island communities to link with national and international individuals and groups for support education trends and information.

MINUTES 2018 AGM

6.00 PM THURSDAY 25 SEPTEMBER 2018

THE RISE UP ACADEMY, 22 ROSELLA ROAD, MANGERE EAST, AUCKLAND

	AGENDA ITEM
	6.pm- Chair MC/Bruce Opening Prayer - Cecily
1	PRESENT: Sally, Sita, Ulu, Bruce, Kui Monalisa Owen Justin Parangi, Rere Benioni, Simon Wall, Johnson Peauofa, Giselle and Vinnie, Tracey Sharp, Josie Mareko, Mike Fe'ae, Anna Cyrus Lynelle Brianna Holloway, Simi Mareko, Penina Ulugia, Marietta Ulugia, Monica and Richy George, Philippe Macgregor, Cecelilia Macgregor, Angela Suamasi Manu and Nikki, Cefu Lefin, Sherry Lungevich, E Peufi, Fotui Malelei, Mel Lolohea, Luke Martin, Joshua Tua-Akatea, Mary Juelz Izzy Tyreh Talisa, Philippa Lokeni, Amio Jacob Judy Ikihele, Agnes Tugan, Natasha Lilo, Kerinea Singapu, Kevin and Fa'ase'e Pasene, Cecily Taufelila, Mesha Tiniteila, Laura Fe'ao Pae Titimona, Nui Titimona APOLOGIES: Taulu Shuster, Maggi, Kristin – ESL, Catherine Duncan, Rachel Viliamu Approve apologies: Ulu. Seconded: Sita. All in favour, say AI. No one opposed
	No conflicts of interest declared
2	Approve minutes and check any matters arising. MOVED: Kui 2ND: Kevin. All in favour, say AI. No one opposed
3	Read and Accept the Chair's report. MOVED: Chair 2ND: Bruce The Election last year was an uncertain time with Labours stance on charter schools. We have been kept up to date from Charter to Designated Character School *DCS. We are working with MOE at present. It is a long-winded process, and there is much work still to be done. Property has been a headache. MOE has met on Sunday with Board members, and we have had some great feedback from friends and family. We have some issues with the council and placement of buildings, but MOE is talking to the Church. The Plan is to start at Wylie Rd next year. There will be a Question and Answer session at the end. Thanks to family and parents for their patience and thanks to our colleagues for their support and Komiti Tupumai for ongoing support and help with fundraising with the possible purchase of the building which was not able to be confirmed.
4	CEO / Principals 2017 Report approved. Read and Accept the CEO's report. MOVED: Sita 2ND: Ulu This report has been delayed due to the exceptional circumstances around establishing our school as a DCS. Rise UP continues to empower us to unlock our children's genius. When we enrol your children, we enrol your whanau. Rise UP has become a thriving Trust over the last 12 years. Active families acknowledge Lelu Afatia family (round of applause). We have a fund of knowledge with Komiti Tupumai. Rise up Dads and Digital Literacy (Kevin). 2017 was a challenging year, and Pathways acknowledges Cecily and Andrew for this. Raising the Bar; Cecily always says this. Teachers, Whanau educators and Komiti Tupumai. All our external activities and private/home learning (see AGM booklet) LALANGA=the woven matt. BLC programmes have developed into a framework which has worked and partnered with the community and has challenged and changed. 10 principles have been engaged. It has been a tumultuous year – high highs and low lows. With change comes opportunities. Isaiah. Praise God for this season. The government continues to wrestle with our community and our partnership; however, we have a wonderful community, and we inspire our children to inspire to ...our motto Sharp Minds, Strong Bodies, Good Hearts. The parents of Rise Up continue to help with the continuance of this school, and as we ride the wave, we acknowledge our teachers and staff and volunteers. Thanks to our stakeholders for their continued support and Justin ESL and Foundation North for their continued support. Give and Praise GOD all the glory.
5	7 (d) 2017 AUDITED FINANCIAL STATEMENTS YE 2017. TREASURER MOVED: Ulu Seconded: Sita All in favour say AI and none against ULU acknowledges Madam chair and SITA CEO. Welcome to everyone and stakeholders officials and representatives. The accounts will tell you if the company is healthy or sick. Refer to AGM booklet. The difference is 14k. The health of Rise Up is well run based on the figures. Despite the uncertainty, we are still healthy in our financial condition. The second half of the report refer to AGM booklet.
6	Constitution v5 No changes to the constitution. vQ and A's.
7	Meeting Closed at 7.00 pm

TREASURER'S REPORT



1. REVENUE

Total Income for the year ending 31 December 2018 was \$1,370,775, compared to \$1,173,646 in the previous twelve months.

The primary source of revenue for the year ending 31 December 2018 was from the Ministry of Education (\$1,158,473).

The net operating result for 2018 was a surplus of \$45,689 compared to a budgeted surplus of \$158,172 and a deficit of \$14,418 in 2017.

2. EXPENDITURE

Total expenditure for the twelve months ending 31 December 2018 was \$1,325,086, compared to \$1,188,064 in the previous twelve months. Learning Resources expenditure accounted for 62% of the spending in 2018.

3. WORKING CAPITAL

The Trust's working capital as at 31 December 2018 is \$149,077, compared to \$273,386 for the preceding year.

4. FIXED ASSETS

The Trust's Fixed Assets have decreased from \$237,008 to \$199,493 over the twelve months preceding 31 December 2018.

Thank you to all involved.

MR ULUOMATOOTUA S. AIONO ONZM
VICE CHAIRPERSON | TREASURER, RISE UP TRUST

INDEPENDENT AUDITOR'S REPORT – INTEGRITY AUDIT

"In our opinion, a) the reported outcomes and outputs, and quantification of the outputs to the extent practicable, in the statement of service performance are suitable; b) the performance report on pages 2 to 18 presents fairly, in all material respects: the financial position of the RISE UP TRUST as at 31 December 2018 and of its financial performance and cash flows; the entity information and the service performance, for the year ended, in accordance with Public Benefit Entity Simple Format Reporting – Accrual (Not-For-Profit) [PBE-SFR-A-NFP] issued in New Zealand (NZ) by the NZ Accounting Standards Board." – **INTEGRITY AUDIT**

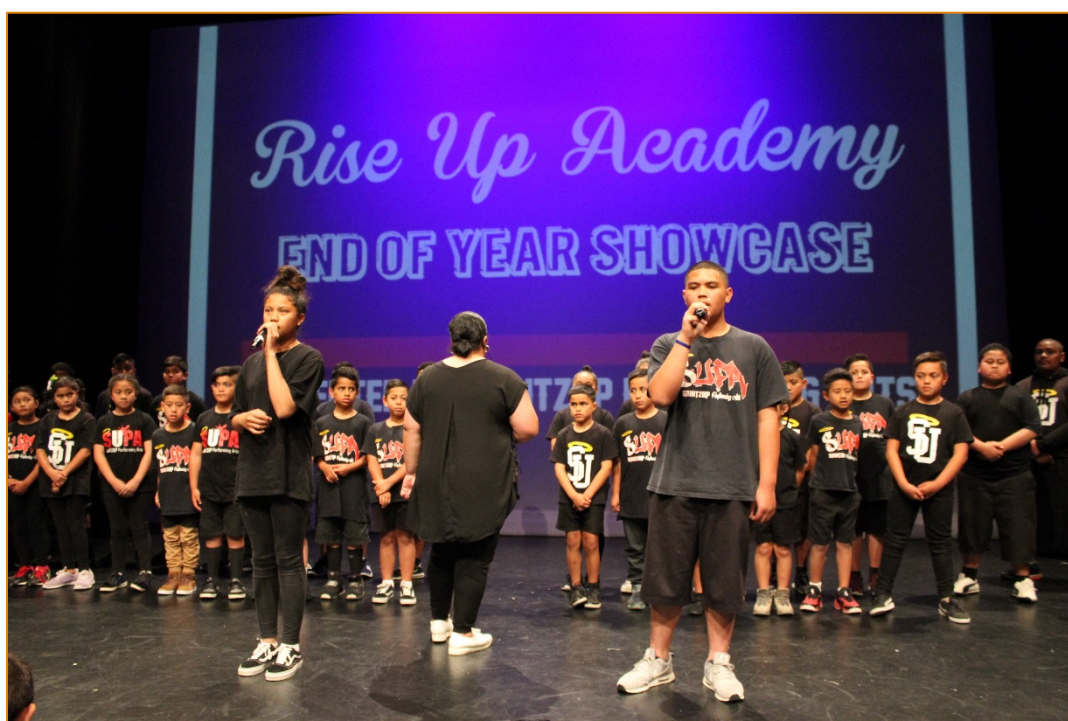
FINANCIAL STATEMENTS



STATEMENT OF FINANCIAL PERFORMANCE

YEAR ENDED 31 DECEMBER 2018

	Actual This Year \$	Budget This Year \$	Actual Last Year \$
Revenue			
Donations, fundraising and other similar revenue	171,152	179,875	232,423
Fees, subscriptions and other revenue from members	3,814	3,500	3,590
Revenue from providing goods or services	1,185,321	989,456	936,987
Interest, dividends and other investment revenue	488		646
Other revenue		200,000	
Total Revenue	1,370,775	1,372,831	1,173,646
Expenses			
Expenses related to public fundraising	509		1,360
Volunteer and employee-related costs	933,139	910,735	884,463
Costs related to providing goods or services	81,991	111,450	112,159
Other expenses	309,447	192,474	190,082
Total Expenses	1,325,086	1,214,659	1,188,064
Surplus/(Deficit) for the Year	45,689	158,172	(14,418)



STATEMENT OF FINANCIAL POSITION

YEAR ENDED 31 DECEMBER 2018

	Actual This Year \$	Budget This Year \$	Actual Last Year \$
Assets			
Current Assets			
Bank accounts and cash	282,504	601,523	403,351
Debtors and prepayments	169,878	8,141	8,141
Inventory	3,193	4,819	4,819
Investments	-		-
Total Current Assets	455,575	614,483	416,311
Non-Current Assets			
Property, plant and equipment	199,493	197,008	237,008
Other non-current assets	200,000		
Total Non-Current Assets	399,493	197,008	237,008
Total Assets	855,068	811,491	653,319
Liabilities			
Current Liabilities			
Creditors and accrued expenses	80,386	5,336	5,336
Employee costs payable	10,951	70,922	70,922
Unused donations and grants with conditions	215,161	66,667	66,667
Total Current Liabilities	306,498	142,925	142,925
Non-Current Liabilities			
Total Non-Current liabilities		-	-
Total Liabilities	306,498	142,925	142,925
Total Assets less Total Liabilities (Net Assets)	548,570	668,566	510,394
Accumulated Funds			
Capital contributed by owners or members	248,301	510,394	255,814
Accumulated surpluses or (deficits)	300,269	158,172	254,580
Total Accumulated Funds	548,570	668,566	510,394

THANK YOU TO OUR 2018 FUNDERS

		2018	2017
Revenue Item	Analysis	\$	\$
Donations and other similar revenue	Foundation North	100,000	101,725
	TTCF	-	5,000
	Lottery Community Grant	32,160	40,000
	Auckland Airport Community Trust	30,000	22,500
	Four Winds		20,000
	Auckland Foundation Grassroots		5,000
	Lion Foundation		15,000
	NZ Community Trust	5,503	2,858
	Community Organisation Grants Scheme		2,875
	Blue Sky	2,000	3,000



Fakaaue lahi to our committed whanau, passionate teachers and community leaders. Together we will raise Our Best Generation Yet!

Why Rise UP?



Our Pasifika
Inquiry Learning
Education Model



Our Whanau
Mentoring



Our Genuine
Mangere
Community
Engagement