

9. Outline the school's planned self review processes.

1. Purpose of Rise UP School Self Review Process



To affirm that children are excelling in learning



To promote ongoing student achievement

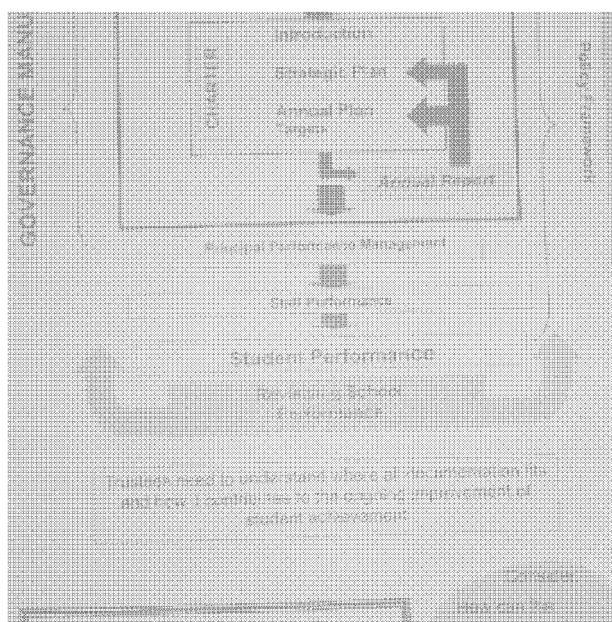


To meet PSKH and Government requirements



To strengthen Board, Staff and Community relationships.

Our Self Review Model is based on the NZSTA "Reviewing School Performance" Model below.



Continued overleaf...

Area	Method
Student Achievement Literacy Numeracy Information Skills	Collate and analyse data : <ul style="list-style-type: none"> . Identify areas of strength . Identify areas of underachievement . Share information with teachers . Present report to BOT . Discuss ideas for improvement . Implementation Plan
Strategic Planning- Set goals Current statement achievement Priorities & Directions School Vision Mission Statement Rise UP Way Targets Action Plans Plan priorities Expected outcomes Annual Plan	<ul style="list-style-type: none"> . Consult with community in written form - Have Your Say' Level of satisfaction with our school and focus areas included . Consult with Maori Community - Hui . Consult with Pasifika Community- Fono . Consult with staff& students . Shift, sort & prioritise ideas and suggestions . Review student achievement information . Plan for improvement . Budget . Prepare draft strategic plan and make available to staff; BOT & community : . BOT discuss plan and make changes . Plan is approved and forward to MOE . Plan is displayed in office foyer
Reporting to Parents	School Wide Assessment Plan is implemented <ul style="list-style-type: none"> . Assessment recorded in KAMAR according to plan . Report forms viewed and changes made . Report form used
Policy Review	<ul style="list-style-type: none"> • Develop 3 year schedule of review , . Review 2-3 policies each month . Staff and community involved in review where appropriate . Community informed of policies under review • Policy updated
Curriculum Review	<ul style="list-style-type: none"> • An aspect of the curriculum is reviewed- usually the area that is a focus for the year . Involves staff . Curriculum Plan updated . Suggestions for Professional Development
Performance Management Principal Teachers Support Staff	Job Descriptions discussed <ul style="list-style-type: none"> • Action plan developed — whole school goals shared with staff • Individual goals are discussed with appraiser and signed off • Appraisal observations are carried out in a designated area of curriculum • Feedback both oral and written provided . Action plan discussed and suggestions for the following year
Operational / Procedures Review	Improve a particular area of the schools operation
Board Review of Governance	Board Induction Trustee Review Chairperson Review Board Review performance measured by: <ul style="list-style-type: none"> -Annual Report -Triennial Review programmes -ERO Report -Any other means deemed appropriate by the board.

The purpose of reviews is to confirm current practice and to recommend any changes to strengthen programmes.

Reviews will be based around the National Administration Guidelines

1. Curriculum
2. Self Review
3. Personnel
4. Finance and Property
5. Health and Safety :
6. Legislative Requirements

The specific ideas for review will be documented in Rise UP School charter.

2. Personnel involved in review

The Principal and the leadership team lead the process of review. There are however areas in which the Board may take a lead role e.g. how it conducts its business through meeting procedures charter and policy reviews. It may also wish to be involved in personnel, property and financial management reviews. Teaching and professional staff are also involved in this process with a particular need for their involvement in curriculum delivery and student assessment. The Board is to receive reports on reviews conducted.

3. Process of Review

The review programme will be agreed upon and written in the Schools Charter:

Each review will have:

- An appointed review leader
- A review team allocated to conduct the review
- Timeline for the review
- A clear statement of what is to be reviewed- terms of reference
- Conduct the review itself
- Recommendations for implementation

When conducting the actual review process, the Rise UP School Review Team intends to consider the following:

- Analysis of any policy controlling the area being reviewed
- Analysis of any procedural documentation
- Documentation reviewed
- Other surveys/interviews
- Budget/Resourcing
- Analysis of current situation
- What is happening now OR What is so?
- Summary of findings
- Strengths and areas for development
- Barriers
- Effectiveness
- Recommendations formulated

4. Reporting Requirements

The Rise UP School Board of Trustees intends to be responsible for ensuring that there is an appropriate self-review programme operating in the school. There will be two reporting strands depending on accountability. The review leader will report to the Principal who in turn will report to the Board either after a review has been completed or in summary towards the end of each term. A review leader can also report directly to the Board.

5. Completion of Review Process

Once a review has been completed and the report presented, follow-up action will depend on the findings of the review. Recommendations may be implemented the following year as part of Rise UP School's annual plan.

6. Feedback and follow-up

We intend to present the completed report in draft form to the Principal and those staff involved in the area being reviewed by the Review Leader. The Principal will decide on the final contents of the report should there be a need for amendment to the draft. The findings of the reviews will be presented to the Board.

At present, our intended self review calendar includes:

2014 RISE UP SCHOOL SELF REVIEW CALENDAR					
Topic	Regular Domains	Term 1	Term 2	Term 3	Term 4
Strategic Review		Strategic goals	*Consultation	Strategic goals	*Consultation *Charter review
Regular Review	Policies as per cycle	Personnel	Students/Health & Safety	Finance/Property	Governance, Community Engagement
	Budget Board process	Professional Development Stakeholder management	Curriculum Student achievement Principal Performance	Professional Development Stakeholder management	Curriculum Student achievement Principal Performance
Emergent Review	New Government initiatives	Education amendment act	Pasifika Education Plan		Pasifika Education Plan

Part D. Student progress and achievement

10. State which qualifications will be offered by your school if it is a secondary or composite school.

Not applicable

11. Detail tests, measures, or other assessment and/or aromatawai tools that you propose to use explaining at a minimum:
- how student progress and achievement will be measured, tracked and reported; and
 - how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

We currently have plans in place (below) for Literacy and Numeracy assessment, tracking and reporting, and how the assessments will be used to tailor instruction.

Over the next six months, as we develop our Rise UP School Curriculum in conjunction with the NZ Curriculum, we intend to develop tests and assessment measures for other areas of the curriculum.

Literacy



The aim of literacy is to develop students who use their literacy knowledge and skills to enhance their participation and contribution in all aspects of their school life and beyond.

Principles of Literacy Programme

- Data is used to inform planning.
- Differentiated programme that caters for individual needs. Teacher aides available to support teaching (as planned).
- Provide a balanced reading and writing programme in the school-wide literacy block daily.
- Evidence-based strategies from Effective Literacy Practice (ELP) are utilised throughout literacy programmes. Learning Intentions and Success Criteria are co-constructed with students and displayed in classrooms. Exemplars available for writing and form part of the literacy environment.
- School wide targets will be based on the New Zealand Curriculum Standards.

Reading	After 1 Yr	After 2 Yrs	After 3 Yrs	End of Yr4	End of Yr5	End of Yr6	End of Yr7	End of Yr8
National Standard Expectations	Green	Turquoise	Gold	Level 2	Toward Level 3	Level 3	Toward Level 4	Level 4
Curriculum Level				Level 2B-2P	Level 2P-2A	Level 3B-3P	Level 3P-3A	Level 4B-4A

Writing	After 1 Yr	After 2 Yrs	After 3 Yrs	End of Yr4	End of Yr5	End of Yr6	End of Yr7	End of Yr8
National Standard Expectations	Within Level 1	At Level 1	Toward Level 2	Level 2	Toward Level 3	Level 3	Toward Level 4	Level 4
Curriculum Level				Level 2B-2P	Level 2P-2A	Level 3B-3P	Level 3P-3A	Level 4B-4A

Assessment of Literacy Programme

- School Entry Assessment (SEA) on arrival at school.
- Six Year Observation Survey after a year at school.
- STAR Test-Year 3-Term 1 and Term 4.
- asTTle reading - Beginning Term one, end of Term two and Term four.
- asTTle writing-Term 2 pre/post (various purposes) and term four recount.
- Reporting against the New Zealand Curriculum Standards will be undertaken twice yearly.

Numeracy



The aim of mathematics is to develop students who use their mathematical knowledge and skills to enhance their participation and contribution in all aspects of their school life and beyond.

Principles of Mathematics Programme

- Data is used to inform planning.
- Differentiated programme that caters for individual needs based on IKAN, GLOSS data. Teacher aide available for support learning.
- Provide a balanced mathematics programme (including number knowledge, strategy and strands) in the school-wide numeracy block daily.
- Using evidence based strategies from Numeracy Development Programme (NDP) with Learning Intentions and Success Criteria displayed in classrooms.
- School wide targets will be based on the New Zealand Curriculum Mathematics standards.

Mathematics	Y1 Y2	Y3 Y4	Y5 Y6	Y7 Y8
Curriculum Levels	1	2	3	4
National Standard Expectations	1 – 2	3 – 4	5 – 6	7 – 8
Numeracy Stages	0, 1, 2, 3, 4	5	6	7 (starting 8)

Assessment of Numeracy Programme

- Assessment will be measured using:
 - GLOSS tests — Term 2 & Term 4; and
 - IKAN & NUMPA as necessary.
 - School Entry Assessment — NUMPA
 - Six Year Assessment — NUMPA
- If students achieve at Stage Two of the Numeracy framework they will be tested on SPS GLOSS questions.*
- Other assessments will be considered when they are closely aligned to the New Zealand Curriculum Mathematics Standards.
 - Reporting against the National Standards will be undertaken twice yearly.
 - A Numeracy Development Plan will outline the professional development plan for all staff over a 2/3 year period.

4.1.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 4, Question 1, Question 2 et

4.2 SUPPORT FOR LEARNING

4.2.1 Objective:

To furnish the evaluators with details of your proposed vision and plans covering:

- management of engagement with parents, whānau and community in which the PSKH will operate;
- the type of culture that you will seek to establish and how this will be implemented;
- the development of your people and how they will be involved in the design of this; and
- provision of a safe learning environment for all students.

4.2.2 Questions:

Part A – Parent / Family / Whānau / Community involvement

1. Describe how you propose your school will:
 - a) work with students, parents, families/whānau and community to promote high attendance levels, school-wide;

Student Attendance

Rise UP School will use best practice attendance protocols to promote high attendance levels. We will work within the provisions of sections 25 to 25B and 27 of the Act. The following is the protocols using eAR with mixed methods of collection, sourced from the Ministry of Education website.

RECORDING ATTENDANCE

1. Student attendance will be recorded three times a day, at the beginning of morning school, after morning interval and at the beginning of afternoon school. This will be done, either electronically by the class teacher (whether that be the homeroom teacher or a different teacher – e.g. a special needs teacher or technology teacher) using the school's Student Management System in the classroom, or by recording the attendance/absence information on a pre-populated class list, which will be sent within 30 minutes to the School Office.

2. The Office or the class teacher will subsequently record in the SMS the reason for each student's absence, using the Attendance Codes 2008.

STUDENTS ARRIVING LATE

3. Students arriving at school late will be required to report first to the Office, who may record the lateness in the SMS and will issue the student with a Pass In to take to the class teacher.

PASS-IN/OUT

4. If a student is required to leave school during the school day, the class teacher will issue the student with a note, which the student will take to the Office where they will be issued with a Pass Out before leaving the school grounds. When/If the student returns to school later in the day, (s)he will be required to report to the Office upon arrival, and will be issued with a Pass In, to present to the class teacher. In this way the Office will be able to record justified absences, occurring during the course of the day, in the SMS.
5. If a student is absent without explanation during the course of the school day, the class teacher will either input that information directly into the SMS or will send a runner to inform the Office, who will record the absence in the SMS as an unjustified absence.

NON-HOMEROOM

6. If students are being taught by any teacher other than the class teacher (e.g. a special needs teacher or technology teacher), then the teacher taking the student(s) or class will either record the absent students directly into the SMS or will send a runner with a written record of this to the Office, who will enter that information into the school's SMS.

IMPENDING ABSENCE

7. Whenever possible, parents/caregivers will be encouraged to advise the school of an impending absence ahead of time. When this is not possible, then parents/caregivers will be asked to inform the school as soon as possible after the event (e.g. by phone on the day of a student's illness, or by note on the first day when the student returns to school).
8. If parents/caregivers advise the school of an impending absence of five school days or more, and request work to be provided for the student, then the class teacher will make the work available. However, work will not normally be provided for absent students under any other circumstances.

EXPLANATIONS

9. The following methods of explaining student absences, either before or after the event, will be accepted from parents/caregivers:
 - a. a phone call
 - b. a face-to-face explanation
 - c. a note
 - d. a text message to the school's 'absence' phone
 - e. an email message to school stating:
 - i. the student's name
 - ii. the date of the absence and
 - iii. the reason for the absence
 - f. a certificate from a health professional or other person of standing in the community (as defined by the Principal).

UNEXPLAINED ABSENCE

10. When a student is marked absent and that absence hasn't been explained beforehand, the Office will contact a parent/caregiver by phone on the first day of absence. If an explanation is received by the Office it will be entered into the SMS, using the Attendance Codes 2008.

CAREGIVER CONTACT

11. If the absence remains unexplained when the student returns to school, the class teacher will seek to obtain an absence note through the student. If that is unsuccessful after three days, the teacher will attempt to contact the parents/caregivers by phone. If no satisfactory explanation for an absence has been received by the school within a week of the student's return to school, then the class teacher will record the student as having been truant. All such contacts and attempts at contacting parents must be recorded. (If a satisfactory explanation is subsequently received, then the coding of the absence will be changed by the class teacher in the SMS)

UNJUSTIFIED ABSENCE

12. When an absence is deemed (in terms of school policy) to be 'unjustified', the class teacher will contact the parents/caregivers within 24 hours, either by phone or by sending a note home (evidence of the receipt of which will be required in writing). The aim of this contact is to alert parents/caregivers to the fact that the absence falls outside what is acceptable to the school and that any repetition of this will require further action by the school. (It might also give the teacher insights that may be useful in counselling the student at a later stage.)

ESCALATION POINTS

13. If a student has three days of 'unjustified' absence in the course of a school term, the class teacher will counsel the student about this, advising of the likely consequences if this behaviour continues.
14. If a student has a fourth day of 'unjustified' absence in the course of a school term, the class teacher will refer the matter to the Deputy Principal, who will interview the student and then contact the parents/caregivers in order to arrange a meeting with them.
15. If a student is referred to the DP for 'unjustified' absences in two consecutive school terms, the DP will consult the Principal and then refer the matter to the District Truancy Service.

STATISTICS

16. Twice each term the DP will review the school's attendance/absence statistics and, where there is a concern, will discuss it with the relevant class teacher, with a view to agreeing on a strategy to deal with the concern. The DP will also analyse the data in terms of gender, ethnicity, year levels, etc and will draw to the attention of the Principal any negative patterns that may emerge, together with a proposed strategy on how to address them. At the end of Terms 1 and 3 the DP will provide the Principal with a statistical analysis so that the Principal can report to the Board on student attendance.

PERFECT ATTENDANCE

17. When the mid-year reports are sent to parents/caregivers, the class teacher will identify those students with a perfect attendance record and will include with the reports a 'letter of commendation', signed by the Principal. When the end-of-year reports are sent out, those students with a perfect attendance record for the whole year will receive an 'attendance certificate', signed by the class teacher and the Principal.

ENROLMENT PACK

18. Information on attendance requirements and absence protocols will be given to parents/caregivers as part of the school's Enrolment Pack. This information will also be placed on the school's website and a reminder notice will be put in the school Newsletter at least once a year. If generic problems arise from time to time over student absences, then a further notice about the issue(s) will be put in the school Newsletter. The deputy principal will be responsible for all this information.

ROLL AUDIT

19. In order to comply with the requirements of a roll audit, as well as doing the normal computer data entry, class teachers will complete and retain paper returns for five days around 1 March and 1 July (i.e. for the two school days prior to the date in question, on that date, and for the two school days immediately after that date). On these days printed class lists will be used for each session and signed by the class teacher. These pre-printed forms will be taken by a runner to the Office who will retain these documents until the roll audit has taken place. The Office will do the usual data entry for teachers not entering data into the computer in the classroom.

PRINCIPAL'S DISCRETION

20. In the case of a student who is engaged in learning that is taking place not under the direct supervision of the school, the Principal will use his/her discretion to decide as to whether the student will be marked as present or absent from school. Each case will be taken on its merits.

ANNUAL TARGETS

21. Using the previous year's attendance statistics as a benchmark, the Principal will set annual targets for attendance when each year's Annual Plan is drawn up.

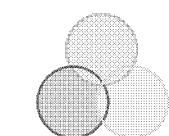
Truancy

Our community engagement programmes will reinforce the rationale around full attendance and student achievement. From experience high attendance is one of the first of many positive outcomes that whanau begin to demonstrate as their journey with us progresses.

Our Truancy policy outlines areas to adhere should patterns become constant. We work with Truancy contract agencies, most likely Strive Trust to follow up this as needed.

- b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;

Parental and Whanau Engagement



SYNERGY

RATIONALE: The sum of the whole is greater than the sum of the parts.

Whanau Educators will work with Teachers and Parents to provide Pastoral Care for whanau. Whanau Education Plans will reflect Rise UP School goals.

Aligning our Parent Intervention Programmes with classroom Curriculum will ensure whanau are well informed of classroom activities and have opportunities to fully support children's learning.

The Whanau Education Plans will be regularly reviewed. They will help ensure parents are empowered to understand what successful learning looks like (National Standards and Rise UP School performance goals).

We also intend develop and support a Rise UP School PTA.

Rise UP Trust's Building Learning Communities Project Parental and Whanau Engagement

Over our seven year history, Rise UP Trust Parent Intervention Programmes have equipped many parents to become actively engaged in their child's learning. The **Hearts and Minds** programme, which Rise UP School parents will attend, helps parents rethink their relationship with their school. We explain how the NZ Curriculum works, and parents brainstorm how they can strengthen their involvement in their school. As a result, we see parents are more willing to seek the support they need to foster their children's learning and development. They have increased engagement with their school; discussing their child's progress with teachers, attending parent teacher conferences and school events, and being elected to the Board of Trustees.



hearts&minds

KEYS FOR LEARNING

For Parents and Caregivers of primary and intermediate school age children.

HEARTS AND MINDS

ENGAGING PARENTS

This seven week course equips parents with the keys to unlock their child's potential and engage with their learning.

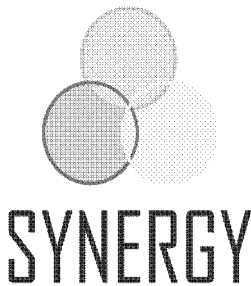
Parents feel empowered as they understand the connection between their child's learning style, love languages and personality type and the best way to develop the child's thinking and problem solving skills.

- c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process;

Equipping Rise UP School Parents

During Hearts and Minds (see b) above), families feel empowered, and learn the keys for unlocking their child's genius. Parents learn about their child's gifts and talents: learning styles, personality, love languages and multiple intelligences. They discuss culture, problem solving skills and development for children.

Then, during the **Synergy** programme, parents release the gold they have learned. They practise the skills learned in Hearts and Minds, with expert scaffolding from our Whanau Educators. As a result, whanau have increased positive engagement with each other, they have broadened aspirations, and they are better able to engage in their child's learning.

 <p>SYNERGY</p> <p>SETTING UP WHANAU FOR SUCCESS</p> <p>For Parents and Caregivers who have completed Hearts & Minds to work together with their children.</p>	<p>SYNERGY</p> <p>RELEASING THE GOLD</p> <p>Three way learning, where Educators take Parents and their Kidz through real life problem solving strategies. Whanau explore ways to think and ask questions with their Kid. They develop their communication skills as they work with their child's learning style, love language and personality style.</p> <p>Whanau make touchdowns as they practice learning and problem solving together.</p>
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We also intend to formulate policies and procedures around Communication with Parents and Parental Involvement.

- d) Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.

Rise UP School's Communication Calendar

Timeframe	Engagement
Annually	<ol style="list-style-type: none"> 1. Rise UP School AGM, open to the community 2. Community Expo- Invite community stakeholders to hold stalls to ensure whanau are aware of and able to access community/government services and information as they need to. 3. Awards and Recognition events for whanau and students
Six Monthly	Reporting to parents and BOT on student achievement against National Standards
Quarterly	<ol style="list-style-type: none"> 1. Fono/Hui will provide opportunities for formal whanau feedback to include in Strategic planning 2. Reporting to parents and BOT on student achievement - academic and non-academic
Ongoing engagement	<ol style="list-style-type: none"> 1. Parent Teacher Association meetings 2. Parent intervention programmes/workshops- coffee and dessert nights 3. Open door policy-Mondays 4. Whanau Education plans 5. Education outside the classroom activities 6. Good to go-Volunteer programme 7. Fortnightly newsletter 8. Rise UP School website & facebook page

Communicating with Parents

We intend to model the Rise UP School communication policy on NAG 2, and develop policies around reporting to parents about individual student achievement:

- Parent interviews
- Written report formats in plain language
- Portfolios
- Curriculum information meetings for parents

In addition to the one on one consultations parents will have with our Whanau Educators, methods of communication may include:

- Parent information booklet
- Prospectus
- Newsletters, including via email
- Surveys, meetings etc
- School website

Communicating with our Community

We intend to develop policies and procedures for communicating with our Community that include:

Stakeholder Management

Reporting to board of trustees about curriculum and student achievement

Statements on:

- Student Maori and Pasifika achievement including school targets
- School wide curriculum review
- Curriculum Coverage
- Curriculum Initiatives – including canvassing support and input from our Maori community.

Part B – Community Participation

2. Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.

Intended Community Engagement

<p>Accelerating Aotearoa</p> <p>Auckland Museum</p> <p>Fiti Lagalali aoga Niue</p>	<p>Mangere Arts Centre</p> <p>Mangere East Community Learning Centre</p> <p>Mercury Energy</p> <p>O le Iafitaga Trust</p>	<p>Te Kaitiaki Education Centre</p> <p>Seal of the New Zealand</p> <p>Spirit of Aotearoa</p> <p>Strive Trust</p> <p>Tongareva</p>
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3. Discuss any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

Commitments in place for Community Engagement

<p>the Community Hub</p> <p>mau</p> <p>mau</p> <p>Trust</p> <p>Trust</p> <p>any</p>	<p>Allianz Health Trust</p> <p>Every Nation Christian Church</p> <p>Family Works</p> <p>Fonua Ola</p> <p>Mangere PIP</p> <p>Mt Hobson S</p>	<p>Nga Manga O Mangere</p> <p>Outback Gym</p> <p>Pacific Injury Prevention Aukilani</p> <p>Servolution Network</p> <p>Kinnect</p> <p>from Adeaze</p>
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Part C – School Organisation and Culture

4. Describe the principles of how the school will be organised and how this will support student learning.

Rise UP School will be organised into three composite classes at junior, middle and senior levels. Students will remain with their home room teacher for Literacy and Numeracy then teachers will specialise for the other learning areas as per the Inquiry Learning journey. This will ensure students' learning progress is supported by strength based teachers.

5. Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

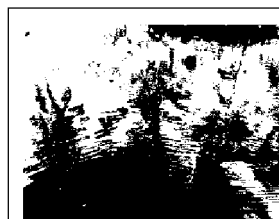
Rise UP School's Term Calendar

	Start date	End date	Half Days
Term 1	7 February 2014	17 April 2014	100
Term 2	Monday 5 May 2014	Friday 4 July 2014	88
Term 3	Monday 21 July 2014	Friday 26 September 2014	100
Term 4	Monday 13 October 2014	Weds 17 th December 2014	94
			382



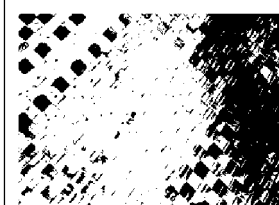
Other Holidays

New Year's Day, 2 January, Auckland Anniversary, Waitangi Day, Good Friday, Easter Monday, Easter Tuesday, Anzac Day, Queen's birthday, Labour Day, Christmas Day, Boxing Day



Daily Hours of Operation

8.30am – 3.00pm Curriculum Delivery
 3.00pm – 5.00pm Community Engagement Programmes
 6.00pm – 8.00pm Whanau Engagement Programmes



Timetables

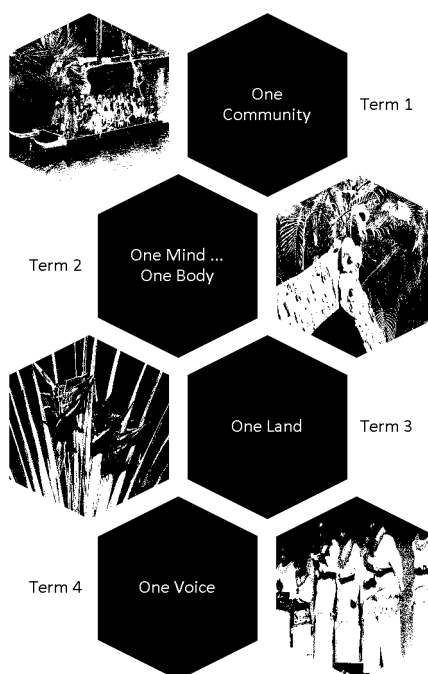
There will be three timetables- one for each syndicate (Junior, Middle and Senior classes).

Students will focus on core Numeracy in the morning then Literacy after interval. The Inquiry Based Learning model will direct the other learning areas focus in the afternoon sessions.

Students will have a theme for the year i.e One Nation and each term will focus on a particular concept. Teachers will ensure we cover the NZ Curriculum and integrate all the essential learning areas and key competencies.

Rise UP School's 2014 Theme

ONE NAT ION



Assessment of Inquiry Learning

Inquiry Learning Projects will be assessed each term and teachers will develop learning rubrics collaboratively. Parents will be consulted around these at the beginning of each term.



Reporting to Parents

Term 1 Meet the teacher night-bbq
 Term 2 3-Way conferences-Mid year report
 Term 3 3-Way conference
 Term 4 End of year report



Extra Curricular Activities

In addition to the 3.00pm to 5.00pm Arts, Language and Sports extra curricular programmes, Rise UP School intends to provide:

Bible in Schools One morning a week, students will have a Bible in schools teacher come and work with them for 30mins-60mins.

Library visits Students will visit the Public library once a week.

Weetbix Triathlons Students will work towards competing in at least one of the triathlons

School Production Students will participate in an annual school production.

Part D – Safe Learning Environment

6. Describe the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

Student Behaviour at Rise UP School

Rationale

Rise UP School recognises that students and teachers have a right to a safe, pleasant working and learning environment. Students and staff need also to be responsible for their own actions and to show courtesy and respect for others, for the property of others and for the environment.

The school seeks to assist students to develop appropriate social skill and modes of personal behaviour.

Purpose

1. To develop an environment in which mutual respect is a chief tenet.
2. To help students to appreciate the rights of others to learn in a safe secure environment.
3. To help students appreciate the consequences of their actions.
4. To learn and teach alternative behaviour management strategies.

Guidelines

1. The school will develop a behaviour code of school rules that is known and understood by the whole school and its community.
2. All members of the school community are expected to abide by the code.
3. Parents/caregivers, where necessary, will be involved with a student's behaviour is causing concern to enable their co-operation. This may be through interview or a Student Behaviour Conference.
4. A clear set of disciplinary steps will be taken to deal with behaviour that is causing concern.
5. The behaviour code is applicable during the school day, coming to and going from school, on school trips and at all events organised by the school.
6. Behaviour on buses to and from school is also subject to the code.
7. Students will learn that they have rights AND responsibilities.

Discipline and Participation at Rise UP School

Rationale

Rise UP School believes in a positive approach to discipline in order that the school environment is a pleasant, secure place for all. Rules protect students by ensuring that their behaviour is of an acceptable standard.

We believe that young people learn to internalise standards of behaviour and become self-disciplined through consistent management of their behaviour by parents/caregivers and teachers.

The Board delegates to its Disciplinary Sub Committee full authority to take disciplinary action that a full Board may make including authority to hear a suspension case against a student and to make a decision as to lifting the suspension [with or without conditions], extending the suspension for a reasonable period of time, or excluding the student. It also has authority to reconsider a decision that it made.




Principles



1. Rules and expectations must be clear.
2. Good behaviour is positively reinforced to help students grow towards mature behaviour.
3. Consequences of misbehaviour must be understood and implemented consistently.
4. Staff are to be positive, yet firm and consistent.
5. Class programmes for pupils must be appropriate to avoid either frustration or boredom. The aim is success!
6. Students are to be encouraged to participate in constructive pastimes at breaks.
7. The school will only use legal methods to maintain good discipline. This school does not use corporal punishment. Physical contact with students must always be lawful and appropriate to the occasion [see Adult/Student Contact policy].
8. The school does not condone cruel, humiliating or unusual punishments, whether physical or psychological, that would be in breach of the Human Rights Act. Teachers must always have the Principal's permission to use punishments that are not codified in the school's documents on this subject.
9. Parents will be involved as early as possible where a student is believed to be 'at risk'.
10. The school will develop a number of strategies to support students who need assistance in order to develop socially acceptable behaviours.
11. Staff must aim to prevent trouble developing by prompt intervention.

7. Describe your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act and any other applicable Acts).

Rise UP Trust understands that having strategies and policies is only the first step on the journey towards quality education for students. We will have robust systems of self-review and school leadership practices and procedures to clearly articulate what safe, orderly and drug-free looks like at Rise UP School.

We have started sourcing best practice policies and procedures in these areas including:

	Health & Safety Procedures Policies relating to a safe, orderly environment	
	Health & Safety Overview	<ul style="list-style-type: none"> • Accidents / Sickbay • Animal Code of Ethics • Civil Defence emergency • Crisis management • Drugs and Alcohol • Emergency drills – fire / earthquake • Hazard register • HIV Aids and Blood viruses • Pandemic planning • Staff Stress Management • Student safety
	Safe School Environment	<ul style="list-style-type: none"> • Assembly points • Bus / road safety / bicycles at school • Education Outside the Classroom • Health & Physical Education • School map showing evacuation • School security • Sun smart - School Shade • Traffic wardens • Use of playground apparatus and equipment, including pool

	<h2 style="text-align: center;">Student Policies Procedures</h2> <h3 style="text-align: center;">relating to a safe, orderly environment</h3>	
	<p>Whanau/Community Involvement</p>	<ul style="list-style-type: none"> • Adult / Student Contact • Child Abuse • Complaints • Mediation programme • Non-custodial parents access to students • Parental Involvement Policy • School visitors • Transport Policy
	<p>Student behaviour and discipline</p>	<ul style="list-style-type: none"> • Acceptable use of internet • Administration of prescribed medicine • Bullying • Equity • Harassment (staff and students) • Lunch eating / litter • Peer mediation • Physical / social / emotional wellbeing • Playground supervision, including students inside during breaks • Student behaviour management • Stand downs, Suspension, Expulsion and Disciplinary Policies • Truancy policy

Part E – Professional development for teachers, administrators and other school staff

8. Detail your proposed professional development plans for teachers, administrators and other school staff, including:
 - a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities;

The Sponsors and the Management Team will lead the Prof Development plans for Teachers, Administrators and other school staff. Strategic plans will collate staff, student and community feedback via school review processes. This, together with emergent sector initiatives, will provide the basis for devising two year Professional development plans for all school staff.

Staff performance appraisals will also take advantage of in-house expertise and areas of development will feed forward into individuals' Professional Development needs.

It is integral that the Rise UP Model of Hearts & Minds based learning be deeply embedded into the Culture of the school early in establishment. All staff will be trained in this model well before school starts.

All Teachers will have regular monthly Supervision and Mentoring available.

- b) the support and mentoring for any staff that are not registered teachers; and

All non-registered staff will have access to professional development as per the Areas of Development listed in their performance appraisal. They will also be included in school-wide initiatives i.e Mana Wairua / Mana Tangata.

Where we require staff and parent development simultaneously we will ensure we maximise these opportunities and prepare all stakeholders effectively in these win-win scenarios.

- c) how this will enable the school to meet the needs of priority students.

By carefully aligning Strategic plans and Professional development for staff we will optimise learning opportunities for all our students including the high needs priority students.

Our Rise UP Model is the reason that our Maori and Pasifika students are achieving so well. Our Rise UP Trust Whanau Educators will work with our Teachers once or twice a week to integrate Rise UP pedagogy.

5 BUSINESS PLAN

5.1 Objective:

In this section you need to demonstrate how your school will be managed, and students recruited, accommodated, and funded. You need to assure us that your school will be financially viable within the funding available and has the appropriate capability and capacity to establish and operate a publicly-funded school.

If your organisation is an existing independent school applying to become a PSKH you must show that it has a good track record of financial management and explain any existing issues which could impact on it becoming a PSKH. Please attach this information as an Appendix.

5.2 Questions:

Part A – Governance, Management, and Administration

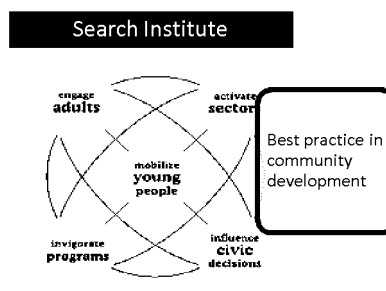
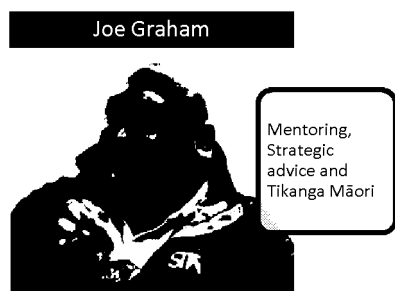
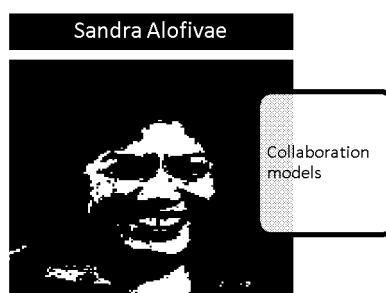
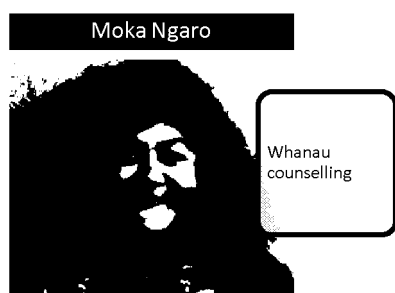
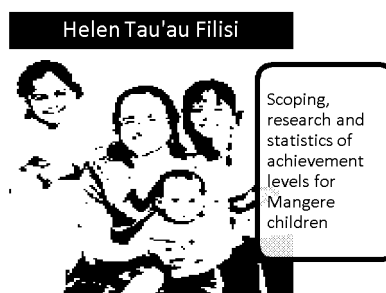
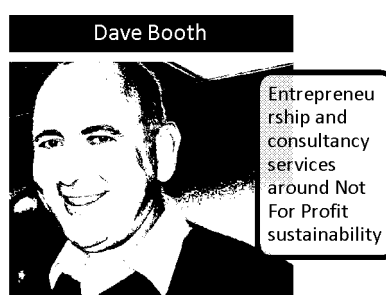
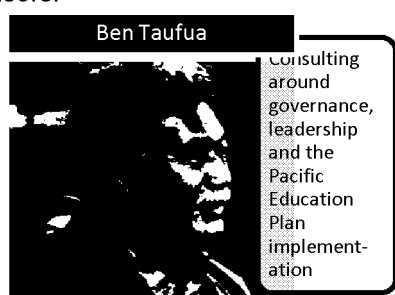
1. Describe your proposed structures and design rationale covering:

d) Governance;

The Rise UP School governance structure has been designed to emphasise strategic leadership, ensuring effective stewardship to work for positive outcomes for all concerned. It will work from NZSTA best practice governance frameworks, incorporating legislative requirements. Rise UP School Board is committed to leadership development and will set up mentoring relationships as necessary within the Board to develop skills. The Business Manager will serve as Secretary to the Rise UP School Board of Trustees.

Rise UP School Advisors

To complement our Governance structure, we are proud to have relationships with the following advisors.



- e) Management;
- f) Administration; and

The Rise UP School has a horizontal management and administration structure. Reasons for this design include:

1. Rise UP School will have 50 students. We have sought advice from experienced Principals who advocate a horizontal structure as best practice for a smaller sized school.
2. The CEO, Business Manager, Administrator and Cecily Taufelila have worked together for at least 2.5 years, and more recently with the Whanau Educators and we know a horizontal structure will work for us.

CEO's Portfolios	Principal's Portfolios	Business Manager's Portfolios
BOT Membership	Teaching and Learning	Secretary to BOT
Community Engagement	BOT Membership	Finances
Delivering the BOT / School Direction and Vision	Whanau Relationships	Contracts
Human Resources	Health & Safety	Contractors
Research		Property
Capacity Building & Sustainability		Security
Marketing		Capacity Building & Sustainability

- g) Subcontract arrangements (if applicable).

Not Applicable at this stage however we aim to outsource specialists for music, arts and sports.

2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.

The Sponsor (Rise UP Trust) together with two staff representatives will make up the Governance body.

Rise UP School Board of Trustees



	Chairperson	Founder/CEO	Vice Chair	Parent Trustee	Trustee	Trustee	Treasurer	Principal	Staff/Student Rep	Parent Rep
Sponsor Rise UP Trust Representative	✓	✓	✓	✓	✓	✓	✓			
School Governance Representative								✓	✓	✓


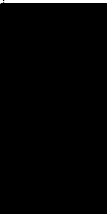

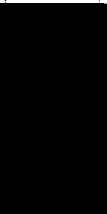
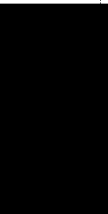
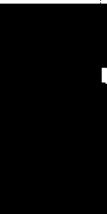




Rise UP School Structure

The Principal is a teaching Principal.

The CEO, Principal and Business Manager will make up the Management Team.

Rise UP Trust will sponsor the positions of the Whanau Educators and Business Manager and CEO.

Any subcontractors we may use will be accountable to the Business Manager and/or CEO.

Sponsor Rise UP Trust										
	Chief Executive	Principal / Teacher Senior	Business Manager / Board Secretary	Teacher 1 Middle	Teacher 2 Junior	Teacher Aide	Administrator	Whanau Educator 1	Whanau Educator 2	Whanau Educator 3

School Staff		✓		✓	✓	✓	✓			
	Management Team			Teaching Team				Community Engagement Team		

3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

School review processes outline the value of teacher, whanau, and student input to decisions that affect the school.

Students as part of the learning journey will progressively provide feedback to feed forward to the learning environment they experience on a quarterly basis regularly and anecdotally this may be on-going.

Whanau will have opportunities to contribute to decisions and be invited to:

1. Attend Monthly board meetings
2. Submit feedback to board proposals
3. School AGM
4. Quarterly coffee and dessert nights - Hui / Fono
5. 'Have your say' written feedback/blogs

Teachers will have two representatives on the governance board (Principal and one other Teacher) to submit any feedback / proposals for the board to consider in decision-making. Staff meetings will also provide a forum for any consultation required for school-wide decision-making.

Part B – Planning and Establishment

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

Domain	May 2013	June 2013	July 2013	August 2013	September 2013	October 2013
Finance / Property	Scope Facility, Temporary and Permanent	Sign Contract PSKH	Secure Lease agreement Budget Forecast Review	Implement Quality Management Systems	Ensure Health & Safety 2014 Budget	
Personnel / Professional Development			Performance Management System Review BOT Professional Development NZSTA	Advertise positions <ul style="list-style-type: none"> Principal Teachers x 2 Teacher Aide Communities of practise framework	Recruit Principal Communities of practise framework	Interviews Teachers
Curriculum				Strategic Planning / Curriculum Overview <ul style="list-style-type: none"> 2014 Overview Assessment Plan: Literacy, Numeracy Curriculum Budgets Timetables 		
Community Engagement			MOIs into MOUs Advertise / Confirm Registrations Stakeholder Management Plan Hui / Fono			Pre-enrolments

Domain	November 2013	December 2013	January 2014	Feb – April 2014	Term 2 2014	Term 3-4 2014
Finance / Property				CIDANZ One Community Hub project plans		Draft budget 2015 Prepare for end of year audit
	Take possession of Rise UP School premises					
Personnel / Professional Development		Performance Agreements Professional Development Plan 2014 Induction			Interim Appraisals	Final Appraisals Professional Development Plan 2015
Curriculum	Curriculum supplies order		Classroom set up – community working bee.	Start Curriculum One Nation Topic Entry / Special Needs Assessments		Curriculum Review
Community Engagement	Hui / Fono Enrolments		Annual Events Calendar Ako blessing / Opening	Rise UP Trust Building Learning Communities Programmes		
				Whanau Education Programmes		
				Meet the Teacher BBQ	Parents dessert night / fono	3 way conferences

Part C – Finance

5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.

At this stage, our Treasurer, Su Cullen, has extensive experience and expertise in maintaining a learning institution financial plan. At Rise UP Trust we have a proven track record of managing ASBCT MPEI funding with prudence and care. Because Rise UP Trust doesn't know what the PSKH disbursement payments are, we will develop detail in due course. We have attached the last three years of annual accounts to demonstrate our good financial practise.

6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.

This budget is also in a separate Excel workbook on the Rise UP memory stick.

Rise UP School
Financial forecast
2014-2016

	s 9(2)(b)(ii) OIA	2014	2015	2016
<u>Income</u>				
PSKH				
Set up fund				
Annual Property/Maintenance/Insurance				
Operations/Staffing				
2.1 Base grant				
2.2 Per student				
Special needs				
Total income				
<u>Expenses</u>				
<u>Operating overheads</u>				
Lease agreement for temporary site 2014 2015 and long term lease at CIDANZ in 2016				
Marketing				
Professional fees - Accountant and Auditing				
Administration expenses				
Office setup				
<u>Personnel</u>				
Salaries & wages @ 1 Principal, 2 Teachers, 1 Teacher Aide, 1 Administrator				
Professional Development				
Contract Specialists - we intend to explore hiring Arts, Language and PE Specialists				
Relievers				
<u>Classroom resources</u>				
Curriculum budgets				
Classroom consumables				
I.T. & Communications				
Classroom set up				
Operating surplus/deficit				

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

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7. Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:
 - a) what you propose this funding will be used to provide; and
 - b) What the nature of the relationship between the school and the funder will be.

We will endeavour to apply for additional funds for local community sponsorship and grants to supplement any eligible expenses.

8. Describe your proposed:
 - a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;

We have a robust fiscal accountability policy, which we will apply to Rise UP School. We will continue our current external auditing and accounting relationship. We report monthly on our finances at Board Meetings.

- b) provisions for conducting annual audits of the financial operations of the school; and

Our external accountant prepares our annual accounts and sends them to our external auditor, Integrity Audits Ltd.

- c) types and levels of insurance that you propose as required to operate a PSKH.

We have public liability insurance, indemnity insurance, contents insurance, trustee liability insurance. We intend to be advised by our Legal board member about any further insurance required.

Part D – Facilities

9. Describe your proposed facilities covering:
 - a) where you propose the school will be located when it opens;

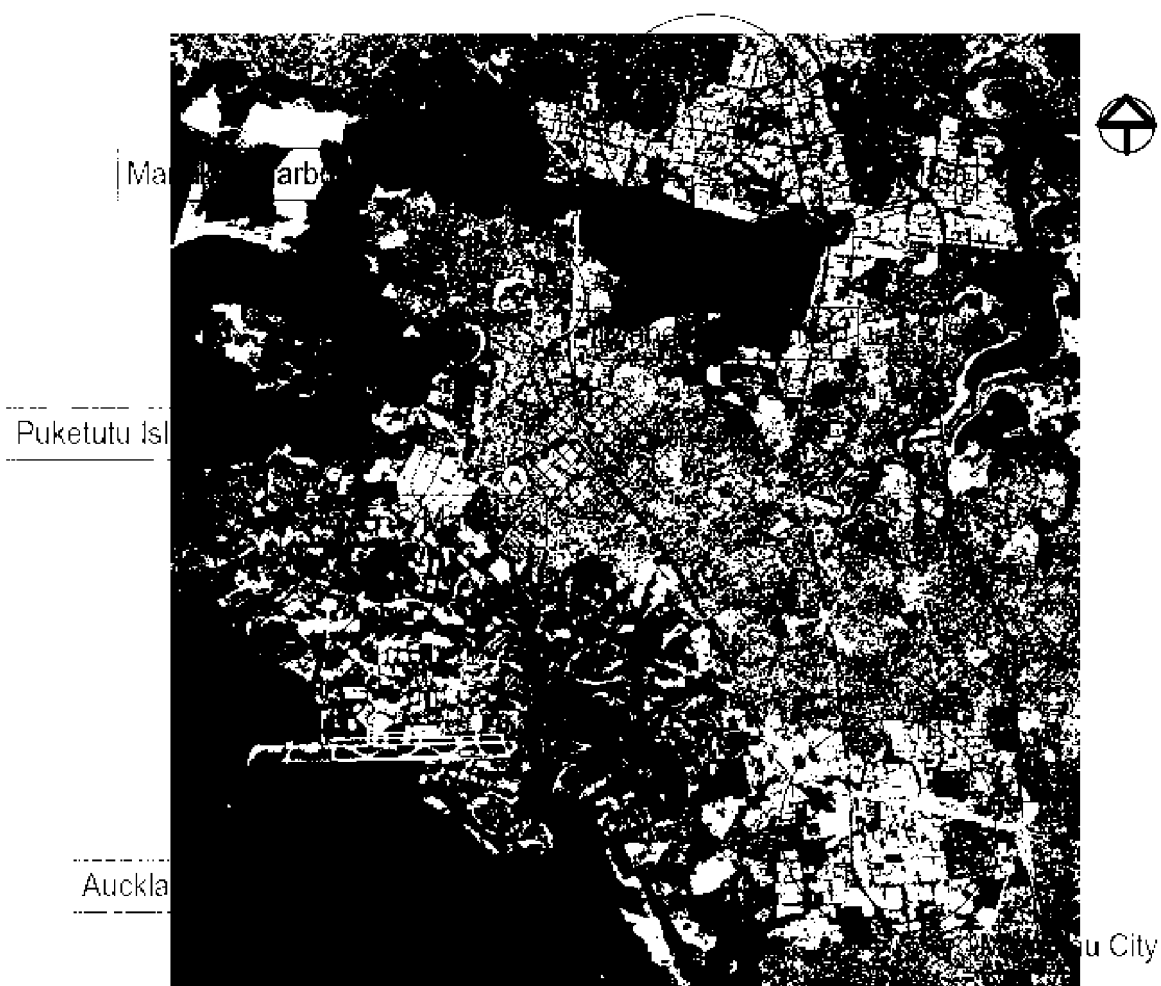
Rise UP School will be located in Mangere, South Auckland.

- b) the type of property arrangement and the terms of the tenancy (if applicable);

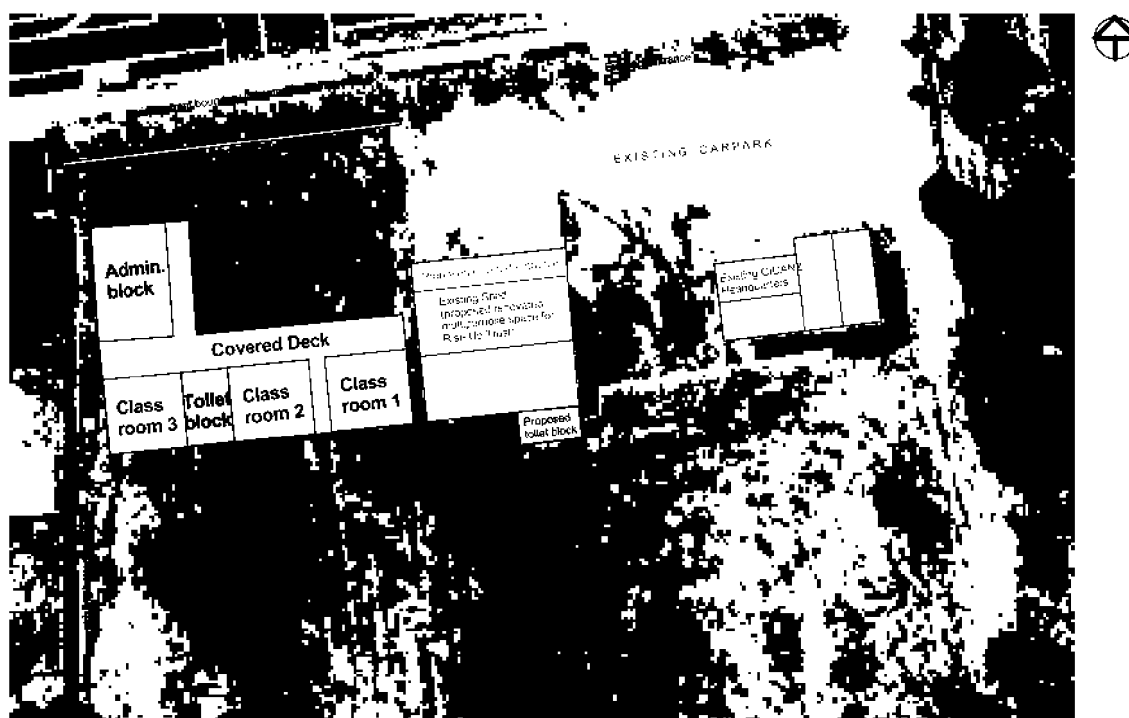
We are seeking a purpose built safe facility in Mangere that we can open to students on 7 February 2014. We are aiming for maximum return and low risk. We are looking at properties that could supply us with a concession on a commercial lease e.g. under \$50,000 per annum for three years. We are working with Auckland Council to source a property.

- c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or

A permanent site has been identified at the Cook Islands Development Agency NZ (CIDANZ). 283 Kirkbride Road, Mangere. We are working very proactively with our community to source an appropriate facility.



Location Plan - Greater South Auckland (not to scale)



Layout Plan (not to scale)



Site Plan (not to scale)

if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;

Our intention is to lease an existing site in the short term 2014-2016. We can then focus our attention on proving our Rise UP School model. We will be actively and collaboratively working with CIDANZ stakeholders to progressively develop the capital project to be completed by 2016. Rise UP School will be a tenant. The CIDANZ One Community Hub in Mangere will provide wrap around solutions for educational, social and health outcomes for our Maori and Pasifika community.

- d) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and

Not applicable

- e) your financing plans for acquisition and renovation of a facility.

Rise UP School would be a tenant in the CIDANZ One Community Hub in Mangere.

10. Describe your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

We intend to enter a lease arrangement where the maintenance of the proposed facility, including assurance processes that ensure applicable codes and standards are maintained are in our Memorandum of Understanding and Leasehold Agreement with the property owner. Our legal advisors will oversee this process.

In terms of any assets we need to own ourselves, e.g. desks, computers etc, we intend to investigate paths to second hand, borrowed or donated goods. We will use our community networks and parents to source equipment. We will have sound Asset Management policies to care for this gear. At Rise UP Trust our aim is to focus funding on quality Teachers, training, community engagement and of course, our children, rather than getting side tracked with assets.

Part E – Enrolment and School Marketing

Outreach to the community

11. Describe how the school and its program will:

- a) be publicised throughout the community;

We will publicise Rise UP School through our existing community networks such as:

1. Nga Manga
2. MOE Advisory Group
3. Raise Pasifika

We have relationships with representatives from various community groups who will promote Rise UP School to their partners and distribute our prospectus.

We will also communicate through social media, our existing parents and our website.

- b) how the school will target parents/family/whānau who may not be engaged in their child's learning;

Rise UP School has a three pronged approach to targeting whanau who may not be engaged in their child's learning:

1. Rise UP Trust's Building Learning Communities Hearts and Minds and Synergy Programmes are specifically designed to increase whanau engagement in their child's learning. All Rise UP School parents will be encouraged to attend them. Once parents 'know what they didn't know' about education and school, and are part of a group of committed parents and educators who support their journey, change happens.
2. Rise UP Trust's whanau educators will develop relationships with each whanau during 1:1 consultations during the year. Consultations are where Educators hear and see the changes, set goals, make it happen! They are also where any social support referral needs can be identified and actioned. For example, Rise UP Trust has a relationship with Fonua Ola who will be our Social Workers in School (SWIS).
3. Rise UP School's focus on excellent assessment will evaluate how each child is learning and developing. Each whanau will have a Whanau Education Plan. Rise UP Trust Whanau Educators will work with whanau and teachers.

- c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and

Relationships with Community Organisations



Relationship arrangements include:

Pacific Business Trust – with business planning and mentoring

Good Seed Trust – with our community engagement strategy portion of the Rise UP School business plan

Accelerating Aotearoa – with expertise in digital literacy

s 9(2)(a) OIA

C-Me Mentoring Foundation Trust – with community engagement and collaboration for seamless transition into secondary and tertiary study

Fonua Ola – with social service and health provider collaboration. Social Workers in School.

- d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Not Applicable

Future expansion and improvements

12. Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

Enrolment Targets Scenario One

	2014	2015	2016	2017	2018
Junior Y1-2	12-15	12-15	12-15	12-15	12-15
				12-15	12-15
Middle Y3-5	12-18	12-18	12-18	12-18	12-18
				12-18	12-18
Senior Y6-8	12-17	12-17	12-17	12-17	12-17
				12-17	12-17
Totals	50	50	50	100	100

Enrolment Targets Scenario Two

If Villa Education Trust (Mt Hobson School) is successful in its application to become a PSKH in South Auckland, we will send our year 7 and 8 children to their campus.

	2014	2015	2016	2017	2018
Junior Y1-2	12-15	12-15	12-15	12-15	12-15
				12-15	12-15
Middle Y3-4	12-18	12-18	12-18	12-18	12-18
				12-18	12-18
Senior Y5-6	12-17	12-17	12-17	12-17	12-17
				12-17	12-17
Totals	50	50	50	100	100

We intend to work in collaboration with CIDANZ One Community concept plan as enrolment increases.

Part F– Other

13. Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

Rise UP Trust Sponsor will provide a minivan to transport children on classroom excursions, library trips etc.

5.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 5, Question 1, Question 2, etc.

6 OPERATIONS PLAN

6.1 Student Policies and Procedures

6.1.1 Objective:

To provide the evaluators with details that demonstrate your organisation's capability to operate a PSKH; and to show that your enrolment policy commits to a fair and transparent enrolment process which aligns with the stated purpose and goals of the school and ensures the requirements of the Bill are met.

The timeline for registering and enrolling students must allow all students in the target population fair and reasonable opportunity to submit an enrolment application.

6.1.2 Questions:

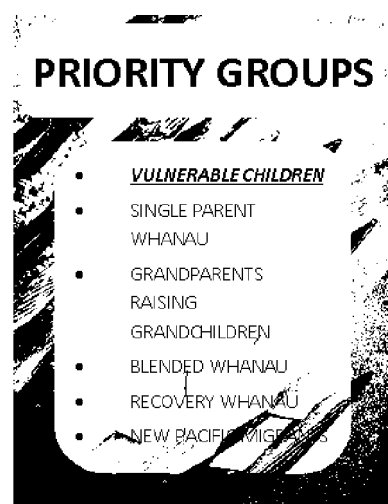
Part A - Timeline for registering and enrolling

1. Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

Enrolment Policy

We intend to create an enrolment policy that encompasses at least the following areas:

- Rise UP School has an open enrolment zone - a child's residential address is not a barrier to them attending our school.
- Children may only attend school on or after their fifth birthday.
- Application for enrolment, for children in Year 1-8, may be made at any age.
- For Foundation students priority will be given to pre-registered students then following that:
 1. Siblings
 2. Students from Single parent whanau
 3. Students deemed 'vulnerable' as per social background.
- Compliance with MOE and Education Bill policies for eligibility, audit, documentation at enrolment, etc.
- Maintaining accurate roll records



Enrolment Timeline

- **July 2013** Advertise / Confirm Registrations
- **October 2013** Pre-enrolments
- **November 2013** Enrolments
- **February 2014** Rise UP School Term 1 begins

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

2. Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

Rise UP School intend to create suspension, expulsion and other disciplinary policies and procedures that are guided by Ministry of Education Guidelines comprising Part One: Legal options and duties and Part Two: Good Practice. We will also comply with the provisions in section 13-15 17-17C 18 and 19 of the Act.

Part C – Grievance Process

3. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

We intend to create a user friendly, transparent Grievance Resolution Process and Policy, using good practice guidelines from the MOE and from our community contacts. We note the importance of resolving any issues that get in the way of children excelling in learning. The Process and Policy will include:

- Obligations when managing complaints
- Communication Plan for staff, students, whanau and community
- Complaints procedures, including independent mediation if required
- Complaints to the principal
- Complaints to the board of trustees
- Complaints about school processes
- Ministry of Education role

6.1.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 6, Question 1, Part B Question 1 etc.

6.2 Personnel

6.2.1 Objective:

To provide the evaluators with details of:

- the Applicant's key personnel and/or Partners who will collectively be accountable for the delivery of the outcomes; and
- proposed resources, skills, qualifications and systems that will be used to manage the human resource component of the school.









6.2.2 Questions:

Part A - Key leadership roles

1. Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

Governance Team

Leadership and Governance

				
				
Sally Ikinofu Chairperson Sub committees: Governance Finance	Sita Selupe Founder, CEO Sub committees: Finance Curriculum	Oliver Tavita Trustee Sub committees: Governance	Taulu Schuster Trustee Sub Committees: Personnel	Catherine Pullan Trustee Sub committees: Curriculum Personnel
				
M. Winterstein Trustee Sub committees: Legal	Su Cullen Treasurer Sub committees: Finance Governance			

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Continued... Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

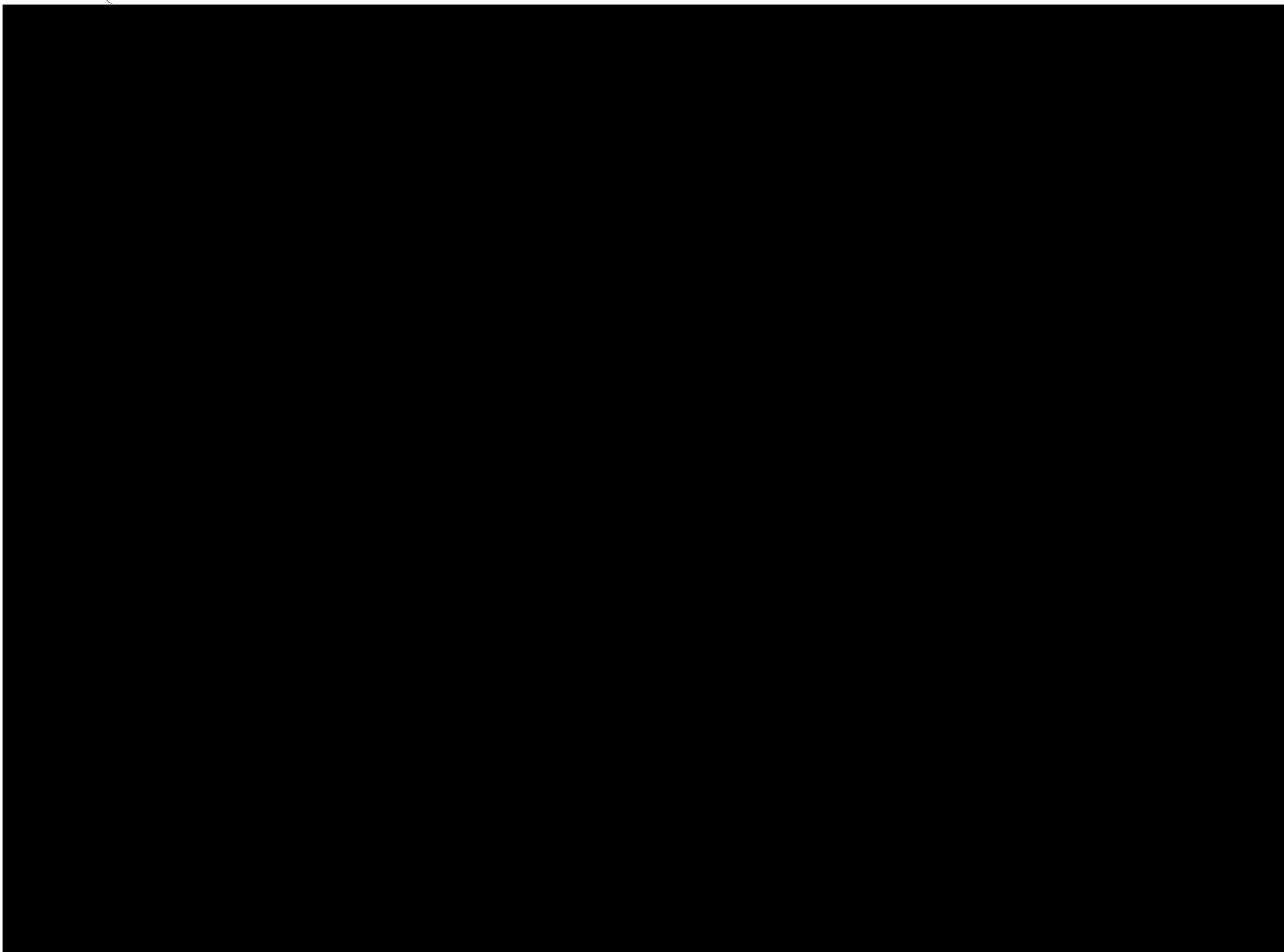
Rise UP School Management Team

Key leadership role	Name	Qualifications	Responsibilities
Chief Executive	Sita Selupe		Representative of the Sponsor, responsible for the performance of all obligations under the Partnership School Agreement.
Principal / Teacher 1 Senior	To be recruited s 9(2)(a) OIA	Registered Teacher, B.Ed Dip Tchg	Responsible for teaching and learning across Rise UP School. Will spend a portion of their day in contact teaching hours.
Business Manager	Catherine Duncan		The Business Manager's portfolios will be the non-educational parts of the traditional Principal's role, including Secretary to BOT, work with Treasurer and Administrator on School Finances, Capacity Building and Sustainability with the CEO, managing Contracts and Contractors, Property and Security, School Policy maintenance, records and reporting, reviews and audits and continuous improvement.

Curriculum Vitae

Sita Selupe

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Principal Job Description

JOB TITLE: Principal
 REPORTS TO: Board of Trustees
 SUPERVISES: Students and all teachers of the school

NATURE AND SCOPE OF JOB:

The Rise UP School Principal serves as the educational leader, responsible for managing the Student Achievement, policies and procedures to ensure that all students are supervised in a safe Christian learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Trustees and to communicate effectively with parents and the wider community stakeholders.

Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management and health and safety procedures.

The Position will be a Teaching Principal.

JOB FUNCTIONS AND RESPONSIBILITIES:

The school Principal shall:

He Kaitiaki - Guardian

Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behaviour

Nurture both students and teachers to achieve their greatest potential academically and holistically.

Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behaviour and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and holistic needs.

Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group academic achievement rather than on individuals.

Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.

Assume responsibility for the health, safety, and welfare of students, employees and visitors.

Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).

He Kaiwakarite - Manager

Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behaviour and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.

Keep the Board advised of employees not meeting their contractual agreement.

He Kanohi Matara - Visionary

Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.

Maintain in the school a spirit conducive to prayer and study.

He Kaiako - Teacher and Learner

Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.

Maintain a master schedule to be posted for all teachers.

Oversee the development of Curriculum Committee and keep the Board apprised.

He Kaimahi - Worker

Maintain visibility with students, teachers, parents and the Board.

Complete in a timely fashion all records and reports as requested by the Board.

Research and collect data regarding the needs of students.

Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.

Provide student assessment and behaviour reports to parents.

He Kaikotuitui - Networker

Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.

Communicate with the Board regularly about the needs, successes and general operation of the school.

Maintain positive, cooperative and mutually supportive relationships with staff, parents and wider community.

Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions

Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.

Use excellent written and oral English skills when communicating with students, parents and teachers.

Demonstrate Cultural Responsiveness when interacting with staff, students and engaging the community.

He Kaiarataki - Advocate

Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities and discipline systems to ensure a safe and orderly climate, program evaluation, personnel management, and health and safety procedures. Ensure compliance with all laws, board policies and civil regulations.

Supervise the instructional programs of the school, evaluating lesson plans and teaching classes to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

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2. Describe the standards that will be used in hiring teachers, administrators, and other school staff

	<h3 style="background-color: black; color: white; padding: 5px;">Recruitment Policies and Procedures</h3> <p>We have adapted best practice school hiring policies and procedures. We will have these reviewed by our legal advisor, and by an experienced school principal. These include:</p> <ul style="list-style-type: none"> Appointments Policy Rise UP School Confidentiality EEO Policy Rise UP School Equity Policy Rise UP School Personnel Policy Police Vets Principal's Appointment Remuneration Policy Rise UP School Scale A Appointments Senior Teacher Appointments
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and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

What will make a quality teacher that we recruit into a Rise UP Teacher? Our recruitment process will be intensive, including homework to read about the Rise UP Model, and detailed discussion and evidence gathering. Teachers (including the Principal) will be registered and appropriately qualified in the subject matter being taught. They will understand and implement the Rise UP Model of education to our students. Their depth of experience will include (with thanks for Tu Rangatira Key Leadership Practices):

- Whanau and Parent Engagement and Relationship Building (Mana Tangata).
- Cultural Literacy with Pasifika and Maori
- Excellent implementation of National Standards and the NZ Curriculum
- Utmost respect and drive to see educational success in their students (Mana Mokopuna)
- Focus on the guiding principles of Tu Rangatira:

Maori potential, Cultural advantage, Inherent capability and Mana motuhake

We will be actively searching for at least one Maori member of the teaching staff to complement our Pasifika cultural literacy. Rise UP School focuses on children knowing who they are, and so we have a strong commitment to Maori customs and protocols (Mana Tikanga), discourse and knowledge (Mana Matauranga Maori).

Role	Professional background and depth of experience	Personal qualities and how these will help implement Rise UP School vision and goals
Principal	Registered Teacher, B.Ed Dip Tchg	We embrace Tu Rangatira's Whenu – Key Roles of Leadership: Guardian, Manager, Visionary, Teacher and Learner, Worker, Networker, Advocate.
Teachers	Registered Teacher, B.Ed Dip Tchg	Creative, hard working, diverse skills and knowledge, to be on the front line of growing a New Breed of Pasifika and Maori learners. They will have a vision of replicating the successful model for other communities, and so take full part in assessment and evaluation. They will have a passion to do 'whatever it takes' to allow Rise UP School's students succeed.
Administrator	Experience in managing accounts and databases.	Exceptionally trustworthy, our Rise UP Administrator will need to be able to juggle competing tasks, while always remaining friendly and calm when dealing with staff, students and visitors.
Other School Staff		Our caretaker and cleaning staff will be motivated by the difference their work makes to Rise UP School staff and students. They will have a can-do attitude and look for opportunities to improve processes.

Part B - Qualifications of school staff

3. Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).

At least 80% of teaching positions will be filled by registered teachers or holders of a LAT.


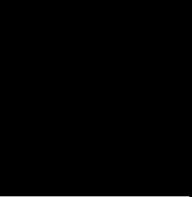

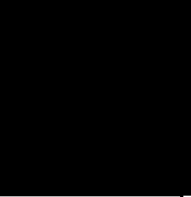
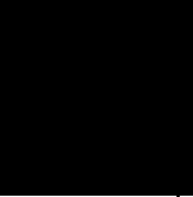


4. Describe the employment process that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

Rise UP School intend to adopt policies and procedures that stringently follow MOE and Police guidelines for Police vetting, including those guidelines in Sections 78C to 78CD of the Act (as applied by section 158T of the Act). We will only allow vetted personnel, including volunteers and contractors, to have access to students.

Part C - Staffing Plan

5. Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.


Rise UP School will have seven staff members (five school staff and two staff provided by Rise UP Trust). The proposed optimal student:teacher ratio will be 12-18:1


						
Chief Executive	Principal / Teacher Senior	Business Manager / Board Secretary	Teacher 1 Middle	Teacher 2 Junior	Teacher Aide	Administrator

Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

We have attached applicable policies as an appendix in the CD-ROM/Stick.

	Recruitment Policies	Procedures
	Appointments Policy EEO Policy Equity Policy Principal's Appointment Remuneration Scale A Appointments Senior Teacher Appointments	<ul style="list-style-type: none"> Processes around advertising, short-listing, interviewing, sub-committee membership Police vetting of staff, non-teaching staff and contractors

	Staff Policies	Procedures
	Staff Induction Classroom Release Teachers Personnel Professional Development Protected Disclosures Role Model Policy Staff Leave Staffing Crisis	Supporting documentation around <ul style="list-style-type: none"> Professional development plans and organisation Teacher registration Benefit plans

Part E - Volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:

a) the possible roles;

Volunteer Roles

Rise UP Trust has always felt blessed by the number of volunteers and advisors who have felt led to donate their time and skills to us. We currently have volunteers ready to fill roles of:

- Whanau Therapy (Moka Ngaro)
- Pukeko Women's (Mother's support group)
- Beautiful Daughters (For our age 10 plus girls)
- Bible in Schools (ENCC Church)

Additionally, we will be working with our whanau and community networks to fill roles in providing healthy meals, working bees, overseeing school property, community patrols to contribute to student safety, school fundraisers, putting books away into the resource room, assisting teachers after school hours.

b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and

Volunteers Recruitment and Orientation Process

We are experienced in working with volunteers in a partnership context. Volunteers will make a commitment to support the work of Rise UP School staff in order to enhance the provision of services. In return, we work with individuals to identify the benefits and opportunities that volunteering brings them.

1. Interview and application, submit CV
2. Complete vetting forms, referee checks
3. Hand in volunteer agreement and discuss volunteer job description
4. Vetting form / referee check clearance
5. Begin trial period for two weeks to decide whether it's a 'good fit'
6. Orientation with Rise UP representative to discuss:
 - Hours of Service
 - Workspace
 - Health & Safety
 - Expenses reimbursement
 - Tasks and questions.
7. Trial period successful?
 - Yes, welcome and service begins
 - No, thank you for your interest in Rise UP Trust.

c) how they will be identified, vetted and trained.

Rise UP Trust have an existing rigorous Volunteer recruitment process, including Police vetting, and induction that we will adapt to Rise UP School requirements, taking into account relevant legislation.

Part F - Performance Management and Appraisal

8. Describe how your teaching practices will be assessed, including appraisal processes.

Rise UP School

Board of Trustees will adapt the following;

1.1 The Principles:

Boards of trustees will ensure that policies and procedures for the appraisal of teacher performance:

- i. are part of an integrated performance management system operating within the school;
- ii. are appropriate to individual teachers, the school and wider community;
- iii. are developed in a consultative manner with teachers;
- iv. are open and transparent;
- v. have a professional development orientation;
- vi. are timely and helpful to individual teachers;
- vii. give consideration to matters of confidentiality, including the provisions of the Privacy Act and the Official Information Act.

1.2 The Features of the Appraisal Process:

3.2.1. The board of trustees is responsible for ensuring that:

- i. a policy for the appraisal of teacher performance is in place which is in accordance with the principles;
- ii. responsibility for the implementation of the appraisal policy and process is formally delegated to a professionally competent person or persons;
- iii. the appraisal process for each teacher is completed in accordance with the policy;
- iv. each teacher participates in the appraisal process at least once within a 12 month period.

3.2.2. Boards of trustees must have a documented policy on the appraisal of teacher performance. This policy must:

- i. specify the person(s) responsible for the implementation of the appraisal policy and process;
- ii. specify the process which will be followed in the appraisal of teacher performance;
- iii. include a statement of confidentiality;
- iv. specify a process for dealing with disputes.

3.2.3. Boards of trustees (through the principal) will ensure that the appraisal process includes the following elements:

- the identification of an appraiser, in consultation with the teacher concerned;
- the development of a written statement of performance expectations in consultation with each teacher;
- the identification and written specification of one or more development objectives to be achieved during the period for which the performance expectations apply;
- for each development objective, the identification and written specification of the assistance or support to be provided;
- observation of teaching (for those with teaching responsibilities);
- self-appraisal by the teacher;
- an opportunity for the teacher to discuss their achievement of the performance expectations and the development objective(s) with their appraiser;
- an appraisal report prepared and discussed in consultation with the teacher.


1.3 The Aspects of Teacher Performance to be Appraised:

Boards of trustees (through the Principal) must ensure that:

3.3.1. The performance expectations for teachers must relate to the key professional responsibilities and key performance areas of their position;

3.3.2. Key professional responsibilities/performance areas are:

- i. **teaching responsibilities** (such as planning and preparation, teaching techniques, classroom management, classroom environment, curriculum knowledge, student assessment):
- ii. **school-wide responsibilities** (such as contribution to curriculum leadership, school-wide planning, school goals, the effective operation of the school as a whole. Pastoral activities and student counselling, and to community relationships);
- iii. **management responsibilities** (such as planning, decision-making, reporting, professional leadership, resource management).

	Performance Management Policies	Procedures
	Complaints, Discipline and Competency Harassment Performance Management Staff Development	Supporting documentation around <ul style="list-style-type: none"> • Performance agreements • Job descriptions and professional standards • Appraisal processes • Teacher registration

6.2.3 Response:

Provide your response to the questions in the same order and using the exact same numbering sequence. i.e. Section 6.2, Question 1, Question 2 etc.

6.3 Legislative and Health & Safety

6.3.1 Objective:

To ensure that the PSKH you are proposing meets all of the legislative and occupational health and safety requirements.




6.3.2 Questions:

Part A – Health and Safety



1. Detail how the school proposes to meet and maintain the required health and safety standards.

Health and Safety is one of the first conversations Rise UP Trust has when embarking on a new endeavour.

We have adapted best practice policies and procedures in these areas including:

	Health & Safety Procedures Policies relating to a safe, orderly environment	
	Health & Safety Overview	<ul style="list-style-type: none"> • Accidents / Sickbay • Animal Code of Ethics • Civil Defence emergency • Crisis management • Drugs and Alcohol • Emergency drills – fire / earthquake • Hazard register • HIV Aids and Blood viruses • Pandemic planning • Staff Stress Management • Student safety
	Safe School Environment	<ul style="list-style-type: none"> • Assembly points • Bus / road safety / bicycles at school • Education Outside the Classroom • Health & Physical Education • School map showing evacuation • School security • Sun smart - School Shade • Traffic wardens • Use of playground apparatus and equipment, including pool

2. Describe your proposed actions to ensure the safety of students and staff at all times.

	Student Policies relating to a safe, orderly environment	Procedures
	Whanau/Community Involvement	<ul style="list-style-type: none"> • Adult / Student Contact • Child Abuse • Complaints • Mediation programme • Non-custodial parents access to students • Parental Involvement Policy • School visitors • Transport Policy
	Student behaviour and discipline	<ul style="list-style-type: none"> • Acceptable use of internet • Administration of prescribed medicine • Bullying • Equity • Harassment (staff and students) • Lunch eating / litter • Peer mediation • Physical / social / emotional wellbeing • Playground supervision, including students inside during breaks • Student behaviour management • Stand downs, Suspension, Expulsion and Disciplinary Policies • Truancy policy

Part B – Records and Information Management

3. Describe your proposed systems for:

- a) recording enrolment, attendance and achievement; and

Rise UP Trust has implemented KAMAR Student Management System to use for recording enrolment, attendance and achievement.

- b) maintaining school records to provide any information required by the Government.

Rise UP School's Administrator is experienced at maintaining records in a secure, orderly fashion. We will create systems for Rise UP School using best practice guidelines like the MOE "School Records Retention / Disposal" Information Pack.

7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

8 Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1	A	Intellectual Property	All Intellectual Property relating to Educational Services set out in this agreement and developed by the

			<p>Sponsor/PSKH, it's employees, agents or sub-contractors shall belong to the Sponsor/PSKH.</p> <p>Ownership of the Intellectual Property that exists prior to the execution of the agreement (ie, Pre-existing Intellectual Property Rights') is not affected by the agreement.</p> <p>All work produced for the PSKH by an employee under the agreement or otherwise, and the right to the Copyright and all other Intellectual Property in all such work is to be the sole property of the Sponsor/PSKH</p>
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9 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	<p>The Applicant has prepared this application independently to operate a PSKH.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application. 	agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry	agree

	<p>and the Minister as described in part one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.</p>	
Contract terms and conditions:	<p>The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.</p>	agree
Conflict of interest:	<p>The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.</p>	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. 	agree
Offer validity period:	<p>The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.</p>	agree
Applicant interview	<p>The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.</p>	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information</p>	agree

	in relation to this RFA will be grounds for termination of the contract.	
DECLARATION This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below. This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.		
Signature:		
Full name:	Sita Selupe	
Title / position:	CEO, Rise UP Trust	
Date:	15 April 2013	

10 Applicant Check List

A check list is included below, for your reference only.

Action Required		Done
1.	Submit the Intent to Respond Notification (Application Section 1) to applications@partnershipschools.education.nz by 5:00 PM Friday 22 nd March 2013	Yes
2.	Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 th April 2013	Yes
3.	Complete all required sections of the application.	Yes
4.	Nominate and provide details on 3 suitable referees	Yes
5.	Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16 th April 2013	Yes
	Seven paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	Yes
	One paper copy of the Excel spread sheet containing your commercial information/financial details	Yes
	One CD Rom or memory stick containing an electronic copy of each of the sections of your response	Yes
	Applicant declaration of compliance	Yes