

# 1 Notice of Intent to Respond

Please copy this page into a new word document, complete and send to [partnership.schools@minedu.govt.nz](mailto:partnership.schools@minedu.govt.nz) by **5:00pm Friday 22<sup>nd</sup> March 2013**.

The purpose of this notice is to advise the evaluators of your intent to respond to this RFA and the location you are considering proposing in your application. This section will not be evaluated, and provides the evaluators with an indication of the potential number of Applicant(s) to assist with our planning.

**NOTE:** Completing this section does not bind you to submitting an Application or limit you to the location which you have indicated your interest in operating a PSKH.

## Notice of Intent to Respond

Attention:



s 9(2)(a) OIA

C/- the Ministry of Education

[partnership.schools@minedu.govt.nz](mailto:partnership.schools@minedu.govt.nz)

This notification confirms that our organisation intends to submit a formal response to the RFA for operation of a Partnership School dated 6<sup>th</sup> March 2013. We acknowledge the terms and conditions of this RFA and that our Application must be received before the Closing Date (12:00 noon 16 April 2013).

Notification:	Dated	12 March 2013
Respondent:	Organisation	Rise UP Trust
	Address	P O Box 23165, Otahuhu, Auckland 2155
Primary Contact:	Name	Sita Selupe
	Position	CEO, Rise UP Trust
	DDI	09 2768727
	Mobile	 s 9(2)(a) OIA
	Email	sita.s@riseuptrust.org.nz
	Signed	

Our intention is to submit an Application in consideration of operating a PSKH in the following location: Mangere, South Auckland.

## 2 APPLICANT PROFILE

<b>1. Contact person for this Application</b>				
Contact person:	Sita Selupe			
Position:	CEO, Rise UP Trust			
Phone number:	09 2768727			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	<a href="mailto:sita.s@riseuptrust.org.nz">sita.s@riseuptrust.org.nz</a>			
Fax number:	09 2768726			
Is the contact person authorised to negotiate?	<b>Yes</b>	Yes	<b>No</b>	

<b>2. Applicant's organisational profile</b>	
Full legal name:	Rise UP Trust
Trading name: (if different)	-
Name of parent organisation:	-
Physical address:	733 Great South Road, Otahuhu, Auckland 1062
Postal address:	P O Box 23 165, Papatoetoe, Auckland 2166
Company website:	<a href="http://www.riseuptrust.org.nz">www.riseuptrust.org.nz</a>
Location of head office:	Auckland
Type of entity (legal status):	Charitable Trust #CC24084
Company registration #:	Certificate of Incorporation #1926621
Country of residence:	New Zealand
GST registration number:	97 328 145

<b>3. Overview of Applicant's organisation</b>	
Type of organisation:	<p><b>Not for Profit Community organisation.</b></p> <p><b>Building Learning Communities for Pasifika and Maori Kids are our Best Generation Yet!</b></p> <p>Rise UP Trust specialises in providing wrap around educational solutions for Pasifika and Maori Whanau. We want to continue to be a sustainable, strong organisation with successful, replicable programmes and approaches.</p>
Year established:	2006
History:	<p><u>Feb 2006 – Aunty Sita's Home-school</u></p> <p>Saturday mornings in Sita's garage using the Inquiry Learning model: working on real problems that related to the children and parents' lives.</p>

<p>s 9(2)(a) OIA</p>	<p>Nov 2006 – Name change to Rise UP Trust s 9(2)(a) OIA</p> <p>Sita's [REDACTED] was killed in Otara during a terrible spate of violent incidents in South Auckland. In memory of [REDACTED] we renamed our fledgling Home-school enterprise, bestowing his death with a sense of meaning and fostering hope for the future of our children.</p> <p>Parents Programmes begin: A mother asked Sita "Would you show me how to do what you're doing in your garage classroom so I can help my kids?" "I'd love to," Sita replied. "Can I invite my friend?" she pressed. Thus the first parent workshop 'How to do inquiry learning with your children'. Afterwards, women kept asking, "Will you follow up with more workshops?"</p> <p><u>2007 – Legal entity established-Parents programmes continue</u></p> <p><u>2008 – Auckland Council provides financial support for seed funding</u></p> <p>We provided programmes for 100 participants.</p> <p><u>2009 – ASBCT MPEI opens new doors</u></p> <p>Now incorporated as a registered charitable trust, the ASBCT MPEI project granted Rise UP Trust significant funding for five years. We continued to provide programmes in South Auckland.</p> <p><u>2009 – Organisational Infrastructure</u></p> <p>We concentrated on organisational capacity building with external consultants through ASBCT. Quality system management is an ongoing part of our work. At the same time we worked with 50 parents and children.</p> <p><u>2010-2013 – Synergy, Hearts and Minds, Kidz Club</u></p> <p>Since 2010, Rise UP Trust have delivered 35 programmes to 617 South Auckland parents and children. Results have included dux awards, top of class, regional sports representation and scholarships. Parents are now part of their local Board of Trustees, and advocates for our Building Learning Communities model. They have increased positive engagement with their whanau and school.</p>
<p>Summary of experience relevant to this RFA:</p>	<p>Rise UP Trust is unique and effective at enabling student engagement and achievement. Our point of difference is our whanau interaction. Our "I Know Who I Am" programme is one of the first steps in a whanau navigating the NZ education sector. When families are confident in their identity, they're able to do great things with confidence. This will have a real flow-on effect – from families – to communities – to a nation.</p> <p><u>Our Model</u></p> <ul style="list-style-type: none"> <li>• Our model is tried and tested.</li> <li>• It's based on best practice evidence</li> <li>• We have a vigorous evaluation framework in place.</li> </ul> <p><u>Our Community</u></p> <ul style="list-style-type: none"> <li>• We know what works for Pasifika and Maori whanau.</li> <li>• Our Teachers and Board live in and understand our community.</li> <li>• We are experienced in working in consultation with Pasifika and Maori whanau and community leaders.</li> <li>• Our Teachers have taught in schools in our community. We understand teacher culture, the NZ Curriculum and best practice assessment methods.</li> <li>• We have excellent networks of advisors and contacts within the Education sector.</li> </ul>

	<b><u>Our Governance and Leadership</u></b> <ul style="list-style-type: none"> <li>• Our team are passionate about our South Auckland whanau and continuing the development of a NEW BREED of Pasifika and Maori learners.</li> <li>• The links our Board have in the community, and the positions they've held place them in good stead to build learning communities.</li> <li>• Our leadership is experienced in running a sustainable, adaptive organisation.</li> <li>• Our administrators have expertise in human resources, robust and transparent financial management and quality management systems.</li> </ul>
Total number of staff in NZ:	6 Staff currently, 7 in proposed Rise UP School Staffing model. 7 Board members currently, 8 in proposed Rise UP School Governance model. 10 Volunteers currently.
Number of locations in NZ:	One
Overseas locations:	-

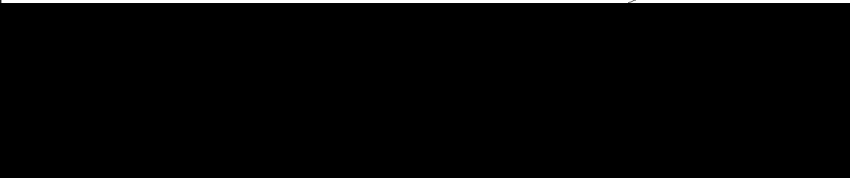
#### 4. Current business commitments & proposed key personnel

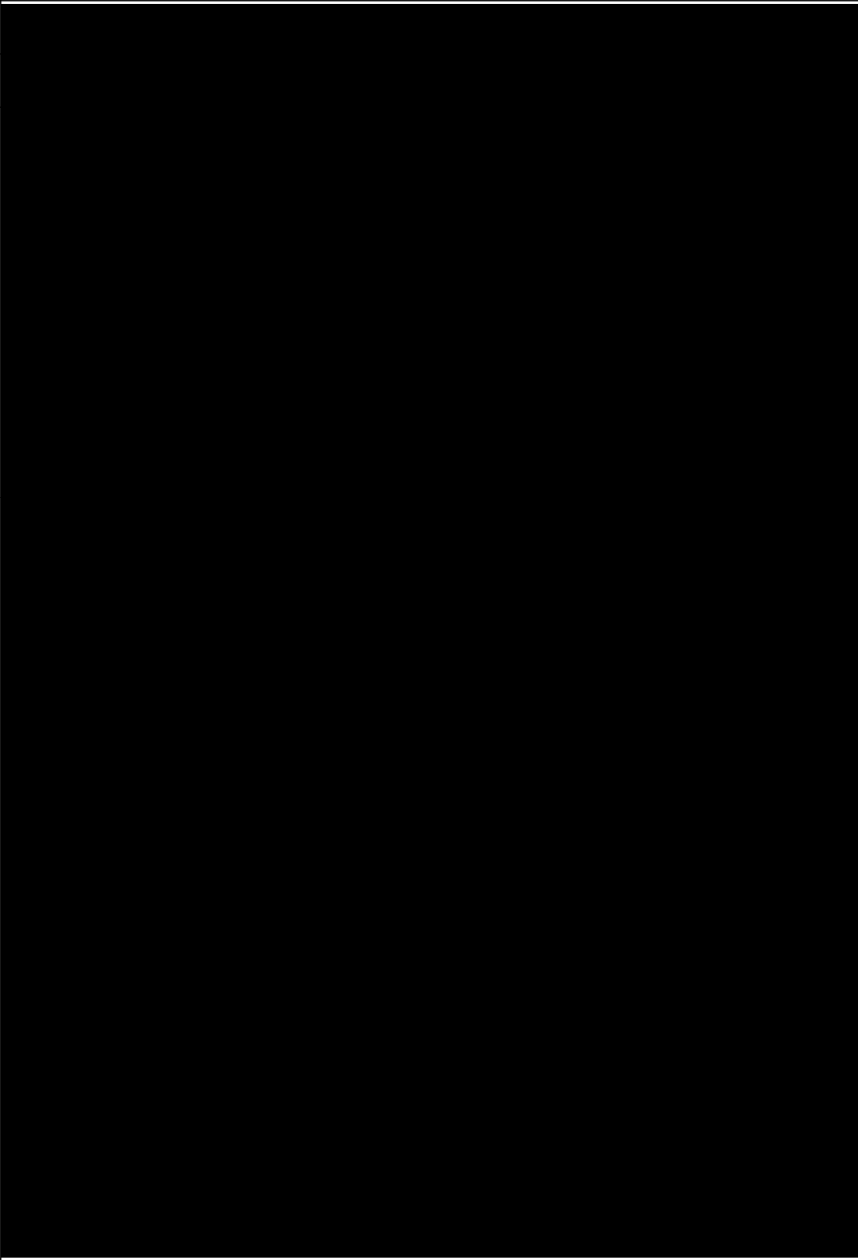
Business commitments:	ASBCT MPEI Project ends December 2014. No known limitation or constraints.
Other Contracts with government	Rise UP Trust have had no past or current agreements held with any government departments for delivery of services.

#### 5. Probity

List any pending claims against the organisation:	None
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	None

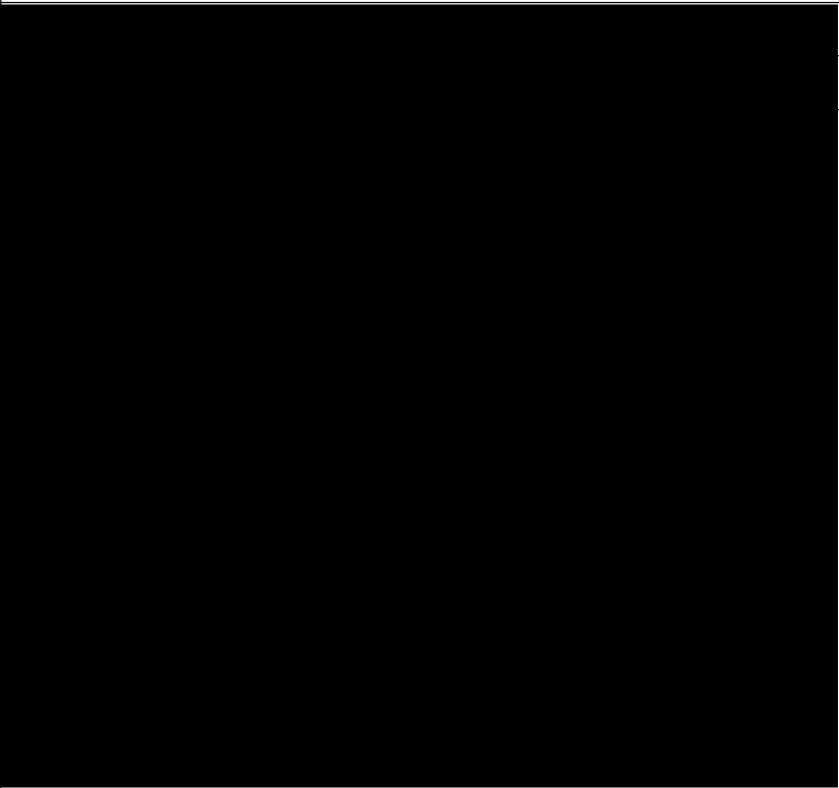
#### 6. Disclosure of proposed partners

Disclosure:	Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	Rise UP Trust <div>s 9(2)(b)(ii) OIA</div>
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-	

contractor will be responsible for:	
Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	CIDANZ Cook Island Development Agency NZ
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

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



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Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	Mt Hobson School (Villa Education Trust)
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

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

**7. Financial information**

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

Current financial status:				
Gross revenue:				
Gross profit:	state the gross profit for the last two years 	s 9(2)(b)(ii) OIA		
Last audited financial accounts:	insert date of last audited financial accounts: Year Ended March 2012			
Copy of latest audited accounts attached?	<b>Yes</b>	Yes	<b>No</b>	
Copy of latest annual report attached?	<b>Yes</b>	Yes	<b>No</b>	
Is organisation in dispute with any trade union?	<b>Yes</b>		<b>No</b>	No

**8. Quality standards**

	We will work collaboratively with Mt Hobson School to attain further quality assurance systems.
Certificates held:	Nil
Quality assurance systems:	Nil
Internal audit:	Nil
Contract management:	Nil
Monitoring & evaluation:	KAMAR SMS System
Reporting:	KAMAR SMS System
Financial management:	QuickBooks, ACE Payroll, External accountant and auditing.
Risk management:	Nil
Records management:	KAMAR SMS System
Staff training:	Induction, Health & Safety, ongoing Professional Development
Codes of conduct	Rise UP Trust Code of Conduct

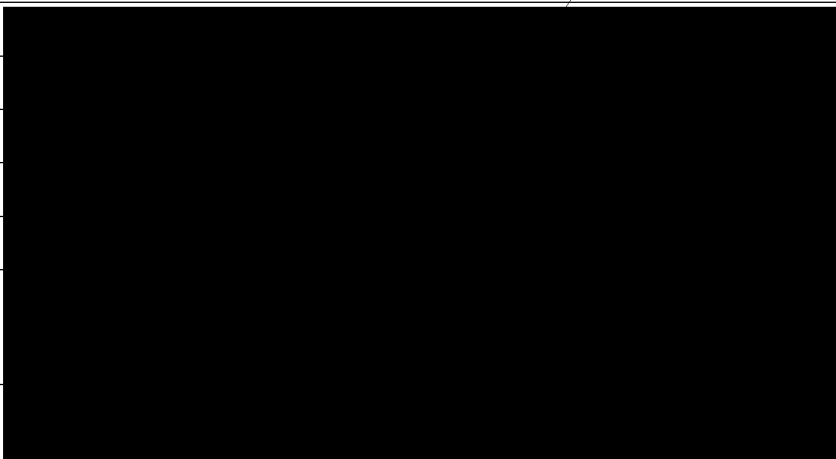
**9. Occupational Health & Safety (OHS)****Health & Safety Management:**

Do you have a written health & safety policy?	<b>Yes</b>	Yes	<b>No</b>	
Do you have an employee participation scheme for dealing with health & safety issues?	<b>Yes</b>	Yes	<b>No</b>	

Is formal health and safety training given to employees?	<b>Yes</b>	Yes	<b>No</b>	
<b>Records:</b> Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	<b>Yes</b>	Yes	<b>No</b>	
- Hazard Register?	<b>Yes</b>	Yes	<b>No</b>	
- Hazard information?	<b>Yes</b>	Yes	<b>No</b>	
<b>History:</b> Have you received health and safety award/s?	<b>Yes</b>	Yes	<b>No</b>	
If yes provide details:	St Johns First Aid Training Certificates			
Have you had health and safety related notice/warning/fine/prosecution?	<b>Yes</b>		<b>No</b>	No
If yes provide details:				
<b>Health &amp; safety procedures:</b>				
Do you have an emergency procedures plan?	<b>Yes</b>	Yes	<b>No</b>	
Are formal hazard assessments carried out and recorded?	<b>Yes</b>	Yes	<b>No</b>	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	<b>Yes</b>	Yes	<b>No</b>	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	<b>Yes</b>	Yes	<b>No</b>	

## 10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees.

<b>Referee #1</b>	s 9(2)(a) OIA, s 9(2)(b)(ii) OIA
Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	






REDIRECTED

s 9(2)(a) OIA

REDACTED

<b>Referee #4</b>		s 9(2)(a) OIA
Name of organisation:		
Name of referee:		
Address:		
Telephone:		
Email:		
Relationship:		
when:	Our relationship began in 2011 and continues today.	

## 3 PURPOSE AND GOALS

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The statement of Purpose and Goals should act as your executive summary and describe why you want to establish your particular PSKH in this area, its distinctive purpose and how it will support student achievement. The statement of Purpose and Goals should be reflected through all sections of your application and later sections must demonstrate that it is both deliverable and affordable.

### 3.1 Objective

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The Statement of Purpose and Goals is the driving force behind all other components of the application. It should clearly convey that all elements of the school's educational business and operational plans are in alignment and all outcomes are linked to your Statement of Purpose and Goals.

Performance goals need to reflect how the school will contribute to the relevant targets developed by the Ministry of Education in response to the Government's Better Public Service goals for education. That is (for example):

1. Increase the proportion of learners achieving literacy and numeracy standards;
2. 80% of schools will be demonstrating highly inclusive practices for learners with special education needs with 20% demonstrating good practice; and
3. 85% of learners achieving NCEA Level 2 by 2017.

Successful Applicants will also demonstrate that they have the desired cultural capability to work in ways that value and validate the identities, languages and cultures of the priority groups. And that they remain committed to further developing this capability to ensure it becomes the foundation by which they become highly effective in the delivery of the contracted outcomes.

## 3.2 Questions

1. Provide a detailed statement of purpose and goals that:
  - a) describes your distinctive mission/vision and detail how it will enable student engagement and achievement and why you are proposing to open this school;

**Purpose – Why do we propose to open Rise UP School.**



*‘Everyone has the right to an education...*

*Education shall be directed to the full development of the human personality’*

Universal Declaration of Human Rights, Article 26

The following excerpts have been taken from the Human Rights Commission discussion paper July 2012 - ‘A fair go for all? Rite tahi tatou katoa?’

*‘Despite numerous government initiatives, Māori and Pacific peoples continue to experience significant disadvantage in terms of educational outcomes.’*

*‘Most research and education policy points to the importance of looking to early education and primary school, as opposed to later years, in order to address systemic inequalities between ethnic groups. Russell Bishop, Professor of Māori Education at the University of Waikato, points out that “while these negative outcomes are most clearly exhibited in high schools, the foundations for these problems commence in the elementary or primary school years”. In other words, it is important to start early.’*

*Stuart Middleton stated ‘The proportion of students coming from backgrounds that lead to high achievement is shrinking while the number of students coming from backgrounds classed as low decile continues to grow. If New Zealand does not address the achievement of those at the bottom of the pile, its international standing will not survive at a high level ....New Zealand won’t have a successful education system until it is successful for Māori and Pasifika learners.’*

## Rise UP Trust's Statement of Purpose

### Statement of Purpose



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

We propose to open Rise UP School because we are a group of passionate teachers, committed parents and community leaders who have a shared purpose; to improve education outcomes for Māori and Pasifika and to create our BEST Generation Yet!

Our experienced teachers support whanau to engage in quality time and quantum learning together. We teach whanau 21st Century learning skills like critical thinking, problem solving and leadership. We teach communication skills through love languages, personality types and learning styles. We weave identity and culture into our topics.

Our BEST Generation Yet will be empowered, happy whanau. The whanau will be engaged in their children's learning and the wider community. Our children will excel in learning.

## Rise UP School Vision:



What will a Rise UP child look like at the end of Year 8?

## OUR VISION OF A RISE UP CHILD

### Sharp Mind



- Critical thinker
- Caring thinker
- Lifelong learner
- Problem solver
- Learnable
- Excellence

### Strong Body



- Healthy physique
- Actively involved in physical activity
- Positive role model

### Caring Heart



- Respectful
- Happy
- Relate to others
- Humble
- Resilient
- Team player
- Leader
- Motivator

## What will a Rise UP Whanau look like at the end of Year 8?

# OUR VISION OF A RISE UP WHA NAU



### Inclusion and Coherence

- Whanau engage more with Rise UP School
- Whanau are more willing to seek the support they need to foster their children's learning and development



### High Expectations

- Broadened Whanau aspirations
- Flourishing women, positive male role models



### Cultural Diversity & Treaty of Waitangi

- Whanau are stronger in their identity and culture



### Learning to Learn & Future Focus

- Parents engage more in their children's learning.

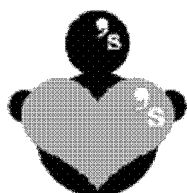


### Community Engagement

- Whanau have increased positive engagement with each other and the community



## Rise UP School Mission:



hearts&minds  
based learning

## What makes Rise UP Trust unique and effective in enabling student engagement and achievement?



**Our whanau engagement:** Our point of difference is the whanau interaction – parents and children working together on a programme and building communication, thinking and problem solving skills. We also teach parent only courses that equip parents with the keys to unlock their child's potential and engage with their learning.



**Our focus on culture and identity:** We take parents and children on a journey, to find out about who they are, what their family values are, what their talents and gifts are, and how that all relates to their purpose in life. Once our Whanau are confident in their identity, they're able to do great things with confidence. When families thrive, then communities thrive. This will have a real flow on effect from families - to communities - to a nation.

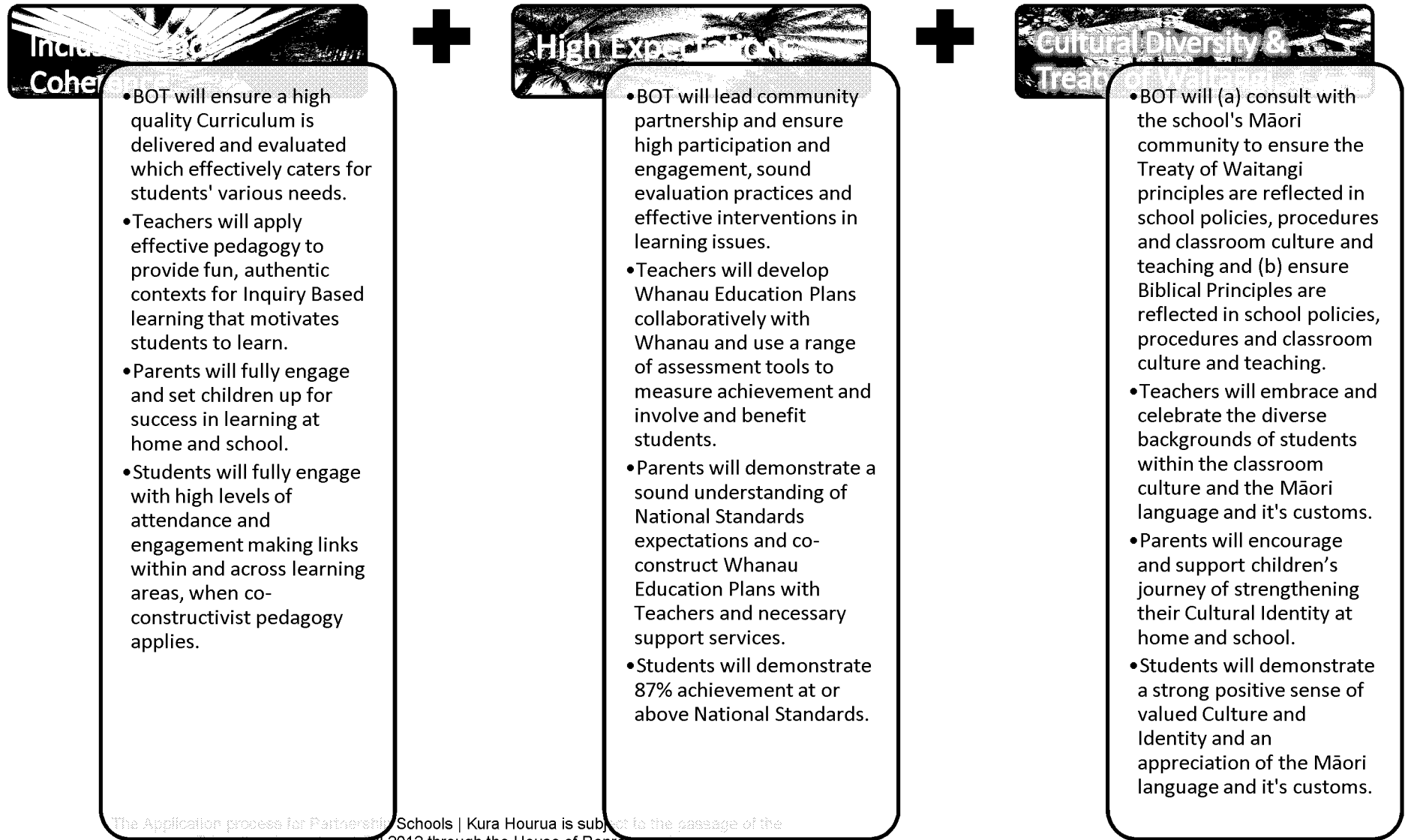


**Our 4E's approach:** Rise UP has great tools that families can use to understand one another. We teach those tools using the 4E's approach:

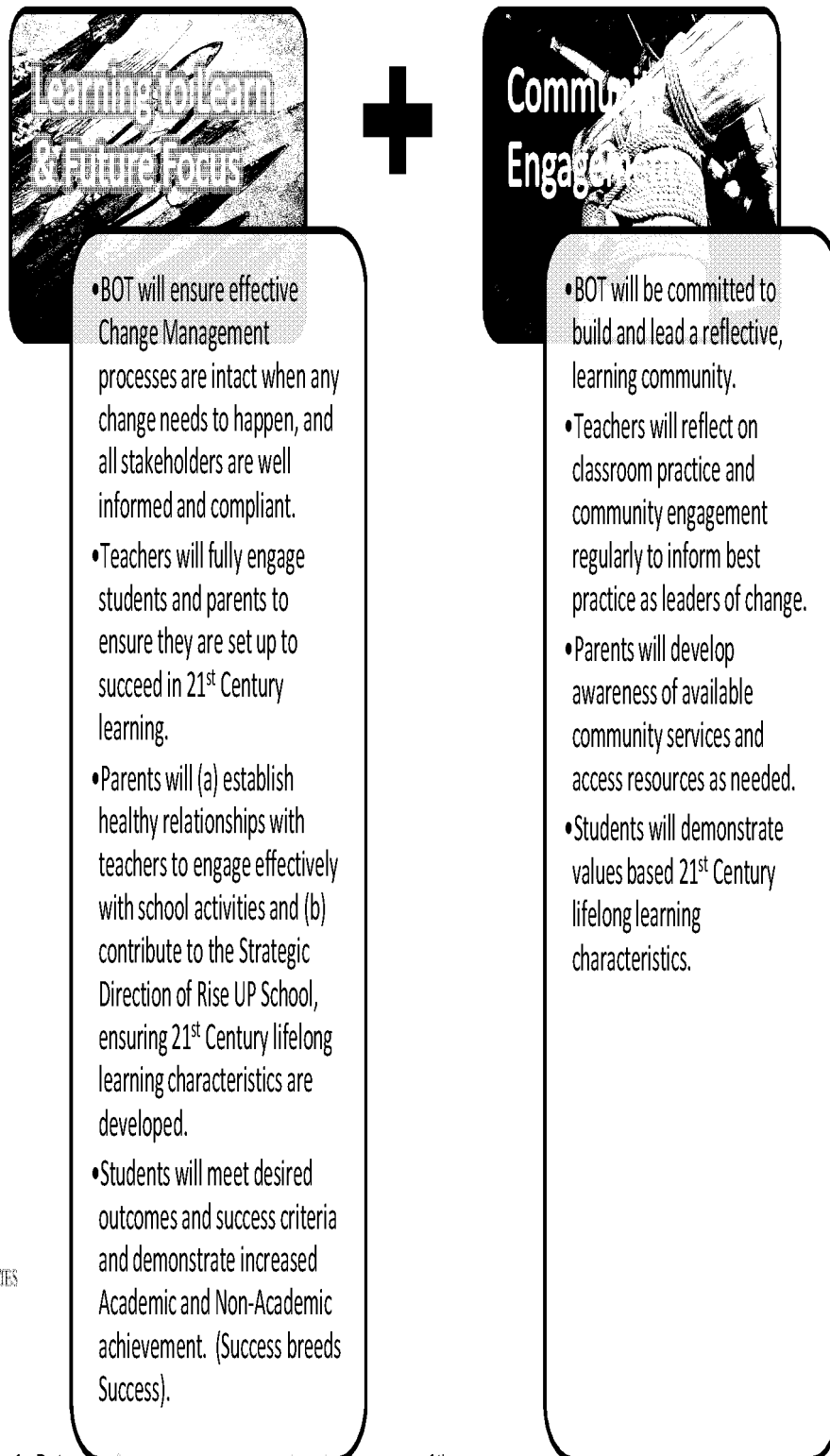
- Engage with Whanau,
- Establish relationships,
- Equip them with keys for learning,
- Empowered Whanau.

- b) defines the school's performance goals and detail how these will be achieved and measured

Rise UP School has five guiding principles. Each principle has four main performance goals, relating to the Board of Trustees, Teachers, Parents and Students for the years 2014 to 2018.



Rise UP School guiding principles and performance goals 2014 to 2018 continued.



The Application process for Partnership Schools | Kura Hōiāra is subject to the passage of the Education Amendment Bill 2012 through the House of Representatives



## Rise UP Trust Evaluation Plan

Rise UP Trust has an existing Evaluation Plan. The Plan was created with The Kinnect Group and Rachael Trotman, highly experienced evaluators. It was built from our Mission, Vision and Values. It is the foundation reference document for all our strategic planning, programming and evaluation.

We will build on the expertise we gained in developing this plan to create a coherent, substantial School Evaluation Plan.

To illustrate the depth and the robust nature of our existing Rise UP Trust Evaluation Plan, we have put the main points on the following pages.

The existing Rise UP Trust Evaluation Plan measures both the quality of Rise UP's work, and the results, or impact of our work. Evaluation takes place before, during and after programmes. We use the following data sources for measuring quality and results, shown in the table below:

The diagram below outlines the different data sources we use to report answers to our two key questions:

**Quality:** *How well do we deliver our programmes?*

**Results:** *To what extent are we achieving our outcomes and results for whanau and children?*

## Data sources about Quality

Attendance,  
retention,  
demographic  
data

## Data sources about Results

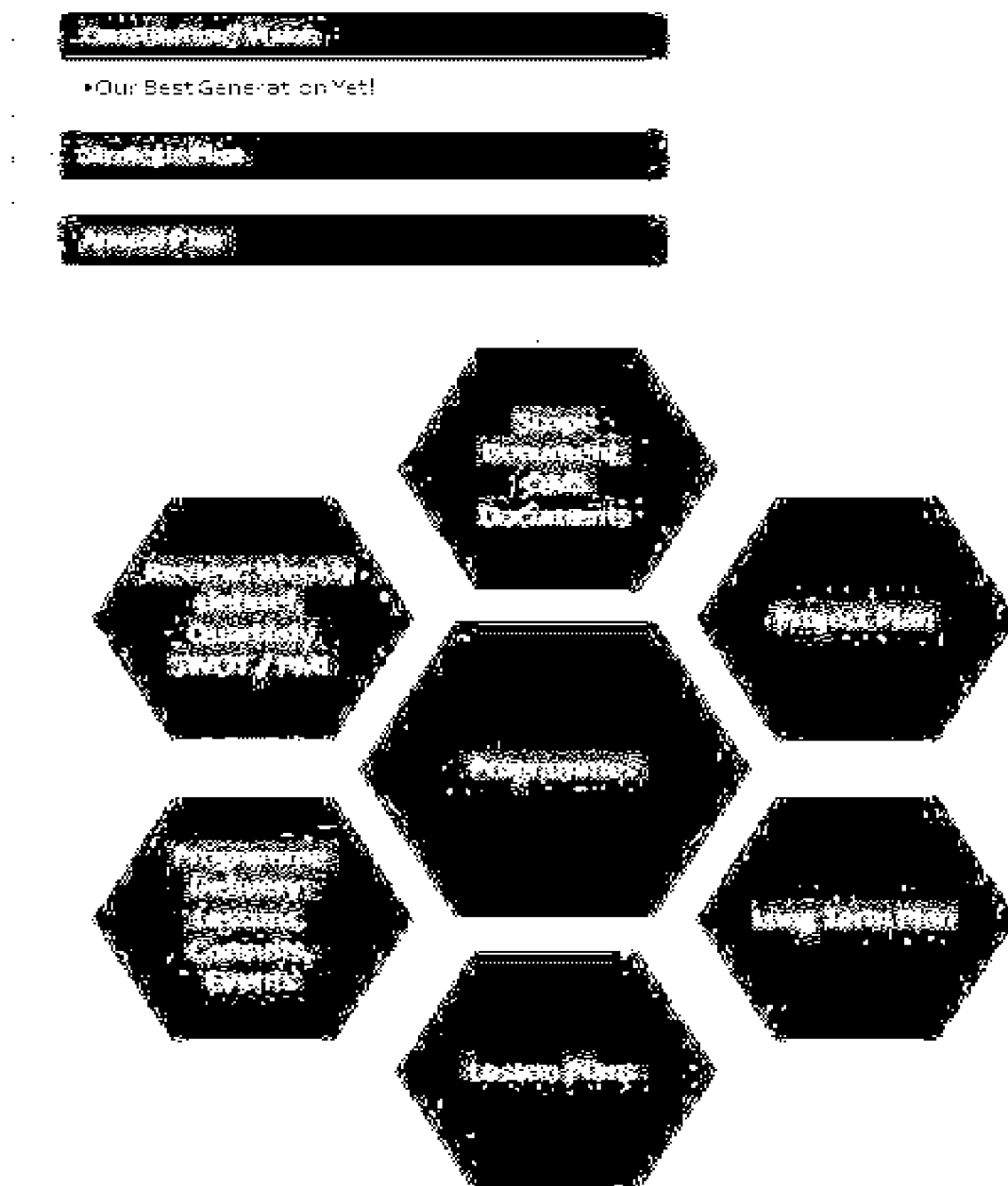
Baseline  
changes  
whanau and  
children



## Evaluating Quality

Quality measurements include attendance, retention and participation. We also review our activities quarterly using the diagram below:

The diagram below outlines the quarterly cyclical process we use to deliver excellent programmes to our community.






Our reports measure how effectively we are delivering our activities.

Evaluation criteria for quality in Rise UP Trust's existing programmes are in the table below:

Delivery	Criteria. What does success look like?
Attendance	Diverse ethnicities participate. Men are represented. Singles, partners, blended families are represented. There is a mix of Whanau that are new to the programmes, plus existing whanau.
Retention	Over 80% retained per programme.  If non-attendance is due to transport, over scheduling etc, then this will be addressed and corrected in the next programme's consultations.
Engagement	Before and after the programme, Whanau positively evaluate learning, understanding and confidence.
Quality	Whanau positively evaluate their experience of the Rise UP programme.
Staff Reflections	Staff debriefs after each programme support continuous improvement of programmes.
Organisational Sustainability	Strong, adaptive leadership and governance providing clear needs based direction. This is evidenced by Rise UP Team's enthusiasm and engagement with Rise UP's goals.  Sustainable funding and good stewardship of Rise UP resources.  Supporting and growing our People so that they and the whanau they engage with flourish.  Our Stakeholder relationships are thriving and productive.  Our programmes are developed in consultation with our community and Government priorities.

## Evaluating Results

Results measurements are linked to the four performance goals in the table below:

Performance Goals	Criteria	Measurements. Data sources.
<b>1. Empowered happy Whanau – positive changes in whanau interaction</b> 	Broadened Whanau aspirations	Consultation goals sheet.
	Flourishing women Positive male role models	Consultation goals sheet. Mums and Dads attending programmes. Rise UP Habitudes Form and consultations during the year. Whanau programme feedback.
	Whanau have increased positive engagement with each other	Word of mouth referrals. Consultations.
	Confident, secure children	School records. Parent feedback, consultations. Programme evaluations.
	Children and Whanau are stronger in their identity and culture	Synergy I Know Who I am feedback, presentations. Programme reports.
<b>2. Whanau have increased engagement in school and their children's learning</b> 	Parents engage more with the school	
	Parents engage more in their children's learning	Consultations. Habitudes Attendance at Synergy.
	Whānau more willing to seek the support they need to foster their children's learning and development	Consultations.
<b>3. Children excelling in learning and having increased educational achievement</b> 	Higher student engagement and retention	School reports. Programme attendance and engagement reports.
	Improved literacy and numeracy	School reports. Programme workbooks. Consultations.
	Increased academic and non-academic achievement	School reports. Consultations. Programme workbooks.
	Broadened student aspirations	Consultations.
	Children are more caring and critical thinkers	Attending Servolution programme. Workbooks and action plans. School reports.
	Children are more equipped to learn	School reports. Consultations.

Performance Goals	Criteria	Measurements. Data sources.
4. Sustainable 	Strong, adaptive leadership and governance providing clear needs based direction. Evidenced by Rise UP Team's enthusiasm and engagement with Rise UP's goals.	Strategic Plan Annual Report Monthly Report
	Sustainable funding and good stewardship of Rise UP resources.	Monthly Financial Report Annual Financial Reports Annual Audited Accounts
	Supporting and growing our People so that they and the whanau they engage with flourish.	Professional Development Plan External Supervision Weekly Team Meetings One on one catch ups with CEO Performance Reviews Self Care Plans Induction Programme Health and Safety Plan
	Our Stakeholder relationships are thriving and productive.	Stakeholder Management Plan
	Our programmes are developed in consultation with our community and Government priorities.	Quarterly Programme Reports

## Reaching Performance Goals

Whanau working with Rise UP reach their performance goals in the following progression:

ONE	TWO	THREE
Awareness	People making changes	Empowered happy Whanau
Understanding	Whanau stepping up with informed decisions	Whanau engaging in school and wider community
Confidence	Academic achievement	Children excelling in learning
Connecting	Higher engagement in school community	Rise UP is a Sustainable Organisation
Initial engagement	Word of mouth referrals and greater participation	
Participation		
Identity and Culture		

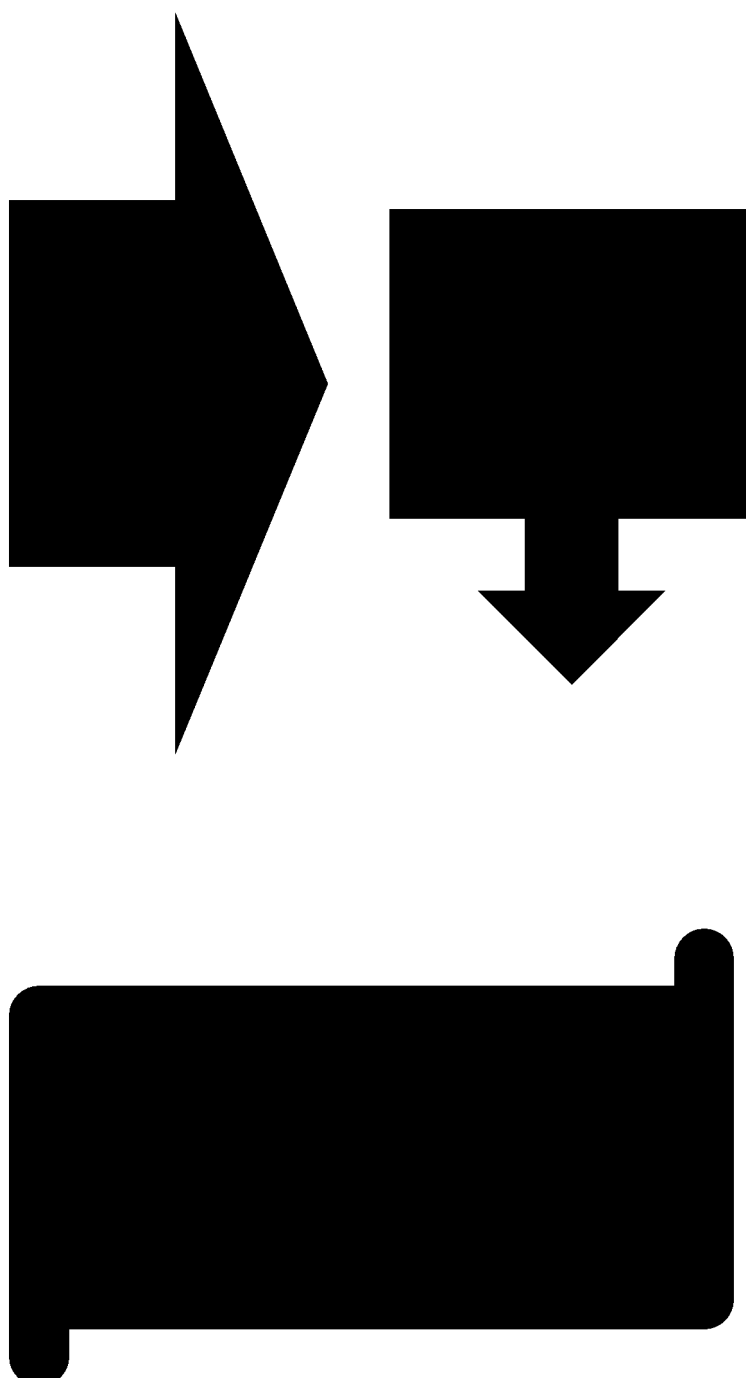
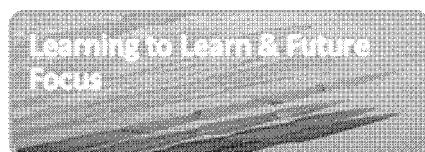


## Measuring Rise UP School's performance goals

Rise UP School's performance goals will be measured using best Evaluation practice, and vetted by industry experts.

Each performance goal will have success criteria, answering the question "what does success look like for this goal". We will identify data sources to measure the level of success. The data we gather from New Zealand approved assessments will measure the positive change in skills, attitudes and behaviours in our Rise UP School. The data will be reported in a clear, timely manner.

### Guiding Principles and Goals



- c) outlines what you believe to be the key advantages of your application and how they will meet or exceed the outcomes described in 1(b) above.

Rise UP Trust was born in the community. We have strong collaborative ties to our South Auckland community, and the cultural capacity to engage meaningfully with them. We have the teaching model, governance and leadership structure and community engagement to leave an imprint on the whakapapa of South Auckland. Our relational model of culturally relevant connectivity between parent, child and school leads to

- empowered happy whanau
- whanau engaging in school and the wider community
- children excelling in learning.

We are relationship based; we can engage in inter-sectorial work to share models and plant seeds so that other institutions can serve Maori and Pasifika better. Rise UP Trust is a sustainable organisation that can provide replicable successful formulas that will improve Maori and Pacific outcomes in New Zealand.

## 4 EDUCATIONAL PLAN

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### 4.1 EDUCATIONAL FOCUS

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#### 4.1.1 Objective:

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The Educational Plan is the heart of your application. It must show how each element serves to reflect the school's purpose and allows performance goals to be met.

The plan must describe the structure of your school and the experience that students will have there. It must also show how the school intends to evaluate the performance of both individual learners and the school as a whole.

Your target student population must be clearly identified and plans for engaging with the Government's priority groups and parents, family/whānau and community are clearly identified and achievable.

The school's learning environment and teaching practices will be designed to match the educational needs of the proposed student population and lead to success for the Government's priority groups. The school self review processes should be linked to, and reflective of, best practice and ensure ongoing development and improvement.

Reviewers will expect that the proposed approach to monitoring student progress and achievement will align with the school's stated purpose and goals.

#### 4.1.2 Questions:

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##### Part A - Proposed student population and educational need

1. Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.
  - Year 1– 8
  - Maori and Pasifika Children
  - Mixed gender
  - 50 Children

2. Provide detail on the following:

- the relationship between the student population to be served and the intended geographic location of the school;
- how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school;

Sources of Statistical Data that provide a profile of the educational landscape for Mangere:

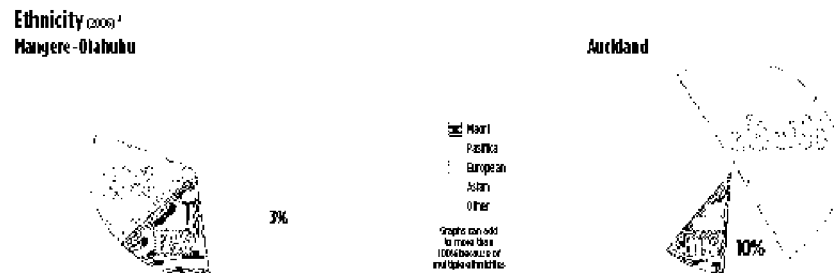
- “Mangere-Otahuhu. A local board snapshot of education, learning and skills, 2012” (COMET Auckland, in association with Auckland Council and the Ministry of Education, 2012)
- Ministry of Education website ‘Education Counts’ (2013)

### A larger than average Pasifika and Maori population compared with Auckland in general

a) the relationship between the student population to be served and the intended geographic location of the school;

The Mangere and Otahuhu areas combined house some 78,000 people 59% of whom are of Pasifika descent, 20% of European descent with 17% Maori, 14% Asian and 3% as other. This compares with the Auckland region of having 56.5% of people identifying as European, 19% Asian, 14% Pasifika and 11% Maori with 10% as other (see Fig. 1).

Figure 1: Ethnicity of Mangere-Otahuhu vs Ethnicity of Auckland



b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school

Rise UP Trust is an organisation that specialises in working with Pasifika and Maori families within the Mangere community and employs qualified Pasifika educators with local knowledge of the various Pasifika and Maori networks already operating within the community.

Rise UP is ready and able to mobilise support for this new initiative to work within the setting of an educational institute that works hand in hand with families from these ethnic backgrounds.

## A Young Population

a) the relationship between the student population to be served and the intended geographic location of the school;

The Mangere-Otahuhu (COMET Auckland, 2012) report further elaborated that 22,060 of the population within Mangere-Otahuhu were children under the age of 14 with an additional projected 1,890 by the year 2021.

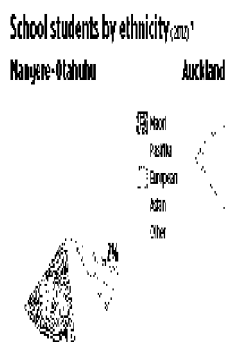
b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school

This denotes a youthful population and the need for quality schools to cater for the needs of growing population. The 'long brown tail of underachievement' cannot be allowed to grow along with this population growth.

All children, including those with special needs, at Rise UP School will have improved educational outcomes. Rise UP School staff will have a close relationship with Rise UP Trust Whanau Educators. Once we identify those children with special needs, we will work collaboratively to develop Whanau Education Plans and ensure pathways to access all available resources.

## A Uniquely Pasifika School Student Demographic

a) the relationship between the student population to be served and the intended geographic location of the school;



School students by ethnicity reveals in Mangere-Otahuhu that 64% are of Pasifika ethnicity, 17% are of Maori descent, 9.5% are Asian (with Indian), 8% are European and 6% are other. This compares with the Auckland population of 40% European, 21% Pasifika, 18% Asian, 15% Maori and 6% other (Fig. 4).

Figure 4: Mangere-Otahuhu school students by ethnicity

b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school

The Mangere community is therefore unique in that, as well as the community of Otara, within the South Auckland community it boasts the highest concentration of Pasifika populations in the world. There is an obligation for educators within the Mangere area to be able to show what they are intentionally doing to support the identity and languages of these Island nation peoples. Many are of mixed ethnic heritages but less than 25% of the schools in Mangere offering Pacific languages instruction. The arguments that were used during the 1970s and 1980s against teaching Te Reo Maori in mainstream schools, i.e. of having no relevance to current students, are still being used for not having Pacific languages taught in schools.

Rise UP takes its cultural obligations seriously. We will partner with community organisations such as the Pacific Education Centre to offer Pacific language courses.

We will also work proactively with the Pacific Education Plan.

- c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement; and
- d) how you propose to attract these students.

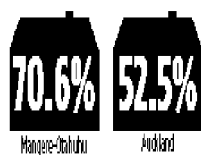
### A Mobile Population with a lower Median Income

c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement; and

#### Housing stability matters

Children fall behind when they change schools frequently.

Do not own residence (2006)<sup>1</sup>



Although the 2013 census has yet to be analysed, the 2006 census recorded that 70.6 of residents did not own their own residence as compared with 52.5% for Auckland.

*Figure 2: Mangere-Otahuhu population who do not own their own residence*

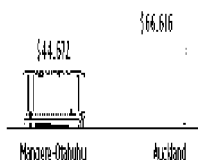
There are many reasons for this feature within these population statistics but one of the main obstacles for Mangere families living in rental and Housing New Zealand properties can be

found in the median family income of the area that revealed an average of \$44,672 per annum as compared with the Auckland median family income of \$66,616 (Fig. 3). *Figure 3: Median family income in Mangere-Otahuhu*

#### Family income

has an impact on children's educational achievement and earning power in adulthood.

Median family income (2006)<sup>2</sup>



Beneficiaries (2006)<sup>3</sup>



Family income has a direct impact on the resources that families have access to in supporting the learning of children within the community. As well as this fact 1,152 beneficiaries were also reported to be on the unemployment benefit with 3,790 on the DPB Domestic Purposes Benefit for solo parents.

d) how you propose to attract these students.

These basic issues of a low median income, not being able to own a home with many families relying on Work and Income New Zealand for Unemployment benefits or Domestic purposes benefit for solo parents can lead to poverty and desperate financial situations for vulnerable families within Mangere.

Rise UP School will work within the community holistically, not only within an educational setting of establishing successful programmes of learning for students but also in working with families to successfully navigate their families' journey in partnering up with local organisations who can support in ways such as: budgeting, family health, church organisations, food banks, before and after school care for working parents etc.

Often schools in the area do not or cannot make the added extra efforts that support students holistically within their families.

Mangere is the gateway to New Zealand for new Pacific migrants. They start in Mangere and may move on to other communities. Because our parents will come to our Hearts and Minds programmes, they will have the keys to unlocking learning for their whanau, no matter where they go.

Also, we will come together with the community to find a way to supply healthy meals during school to our children.

### Parents with low or no formal educational qualifications

c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement; and

The Mangere-Otahuhu (COMET Auckland, 2012) also reported that the educational levels of parents with children under the ages of 20 headed by adults with no formal education qualifications were reported to be 651.

The educational levels of parents, and particularly of mothers is believed to have a direct bearing on the educational success of children in schools.

d) how you propose to attract these students

Rise UP Trust will continue to run our successful Rise UP Trust Building Learning Communities programmes like Synergy that bring families together for intergenerational learning. Our partnerships in the community support parents in their bid to further their education in areas of interest that could lead to educational pathways, formal qualifications with a view to employment.

## Meeting challenges to learning

Low socio-economic factors including limited access to resources will require Rise UP School to facilitate access to:

- Healthy meals (we will investigate this opportunity).
- Health and Social Services through our collaboration with Fonua Ola and Allianz Health Trust.
- Education outside the Classroom (we have built relationships with Auckland Museum, and we have had sponsorship relationships with MOTAT, Auckland Zoo and Rainbow's End).
- **Rise UP School After School Specialist Programme**

— 2 —

— 2 —



Unlike existing schools, Rise UP School's After School Specialist Programme will be free.

The school day is made up of NZ Curriculum learning from 8.30am to 3.00pm. Specialist providers will engage our children from 3.00pm to 5.00pm.

1-22-71  
11:15 AM  
11:15 AM



25

55

**Z6C : C E D J 0 6 - 1 0 \ C E N - 3 F**

We have collaborative relationships set up with

24-23



- Outback Keepfit for Sports, s 9(2)(a) OIA
- [REDACTED] from Adeaze for Arts, and
- We will work with community organisations for language Learning.

These after school programmes will provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

We are providing an opportunity with the After School Specialist Programme to whanau that they otherwise would not have been able to access.

We are providing a longer day in a time period where children may be unsupervised; our children will be safe and learning and developing. Maori and Pasifika children are naturally talented in these domains, and **Success Breeds Success**.

## Meeting the educational needs of our Community



Rise UP School will likely have at least 50% ESOL students so our teaching and support staff will be equipped and experienced in embracing the needs of these students. We have a high proportion of single parent and blended whanau who need whanau intervention programmes to strengthen the home/school partnership. We also have children coming from other vulnerable backgrounds, i.e. grandparents raising grandchildren, recovery whanau, new Pacific migrants.

Our community engagement strategy will factor in the whanau's diverse backgrounds when liaising with them. We have a Special Education Advisor on Rise UP Board of Trustees who will advise SENCO best practice.

## Attracting Students to Rise UP School



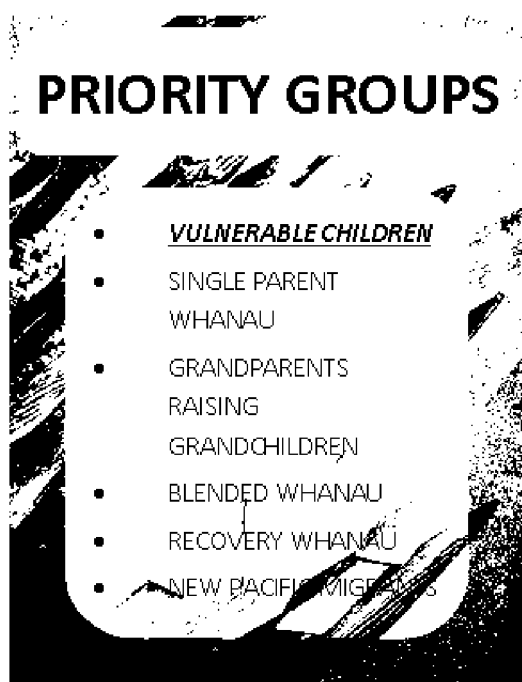
We have surveyed our existing Rise UP Whanau from our Building Learning Communities programmes who have confirmed they will send their children to our school.

For the remainder of children, we will work through our stakeholder network for referrals to the school. It is important that we are fair and equitable to market to everybody in our school area. We will have a prospectus and we will present at local community network meetings like Nga Manga O Mangere.

In summary, Rise UP School will provide holistic, scholastic, Pasifika cultural and partnering programmes for often vulnerable students, their families and the wider Mangere communities that are not already being fully catered for within the current Mangere educational landscape. Rise UP has already demonstrated success in our partnership model:

- working with families and supporting the idea of intergenerational learning together.
- working with local educational and community organisations in establishing, developing and building strong partnerships that support strong community networks within the Mangere community.

Rise UP Trust's intention is to continue to work collaboratively towards widespread educational and social achievement of students and their families within Mangere.





## Part B - Curriculum

### 3. Describe

- a) the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMoA) please explain why you chose this curriculum, explain how it aligns with the key elements of one of these documents and provide details of the curriculum by way of appendix; and

## NZ Curriculum Learning Areas for a broad, inclusive and future focused education.

Rise UP School will use the New Zealand Curriculum.



### English

- Rise UP School students will enjoy language and literature and become increasingly skilled orally, visually and in writing.



### The Arts *Nga Toi*

- Rise UP School students will communicate ideas and express feelings and thinking to create works and respond to the works of others.



### Health & Physical Education *Hauora*

- Rise UP School students will focus on the holistic well-being of themselves and others.



### Learning Languages *Te Korero me Nga Reo*

- Rise UP School students will learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.



### Mathematics and Statistics *Pangarau*

- Rise UP School students will explore and communicate patterns and relationships that exist in the world around them.



### Science *Putaiiao*

- Rise UP School students will explore, question and explain our natural physical world and science itself. We will encourage students to develop an understanding that different cultures and periods of history influence science in our everyday lives.



### Social Sciences *Tikanga-a-iwi*

- Rise UP School students will examine contexts of the past, present and future from places within and beyond New Zealand to learn about how societies work to take action as well informed, socially responsible citizens of New Zealand.



### Technology *Hangarau*

- Rise UP School students will be innovative developers and users of technology to become socially and environmentally responsible leaders of change.

- b) detail how your chosen curriculum will be delivered at each year level in your proposed school.

We are using the New Zealand Curriculum, which details how the curriculum will be delivered at each year level in Rise UP School.

4. Set out the rationale for your chosen curriculum and demonstrate how it will meet the needs of the proposed student population, whilst having an ambitious approach to meeting those needs.

Our model of learning and teaching currently aligns with the New Zealand Curriculum, hence we will maintain its use to meet the needs of our students.

We intend to model our curriculum on the requirements of the NAG1. Our Board, through the Principal and staff will:

- a) develop and implement teaching and learning programmes
- b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated
- c) on the basis of good quality assessment information, identify students and groups of students
  - i. who are not achieving;
  - ii. who are at risk of not achieving;
  - iii. who have special needs; and
  - iv. aspects of the curriculum which require particular attention:
- d) develop and implement teaching and learning strategies to address the needs of student, and
- e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students.

Our Rise UP School Curriculum Delivery Policy will be supported a Curriculum Implementation Plan that includes best practice statements, prescriptions and procedures from sources like [www.educationalleaders.govt.nz](http://www.educationalleaders.govt.nz), and our own community network relationships with current Principals, and Educationalists. We are inspired by the work of Maori Medium Schools documented in "Tu Rangatira, Key Leadership Practices".

Our aim is to embed the Rise UP Model into the NZ Curriculum to develop replicable learning programmes that are accessible to staff, students and the community. We will accelerate learning for our Pacific and Maori learners.

## Curriculum overview

The Rise UP School Curriculum is built on the school's Guiding Principles and performance goals. Our Principal will have the responsibility of implementing the curriculum. We intend to seek funding elsewhere for research assistance to monitor outcomes and provide evidence based research of the Rise UP Model for replication.



**INCLUSION & COHERENCE** Use the New Zealand Curriculum and align biblical principles to guide Curriculum development delivery, and evaluation and assessment strategies.

**HIGH EXPECTATIONS** Work with BES exemplars to develop and inform 'Best Practice' learning programmes for students.

**CULTURAL DIVERSITY & TREATY OF WAITANGI** Implement Ka Hikitia and Kotahitanga to inform best practice for Māori students.

**CULTURAL DIVERSITY & TREATY OF WAITANGI** Adopt the Pasifika Education Plan and its goals and objectives for Pasifika students to work in collaboration with stakeholders and report outcomes.

**LEARNING TO LEARN & FUTURE FOCUS** Integrate Inquiry Based learning pedagogy across Curriculum areas.

5. Set out clear plans for transition between phases of education and (if relevant) employment.

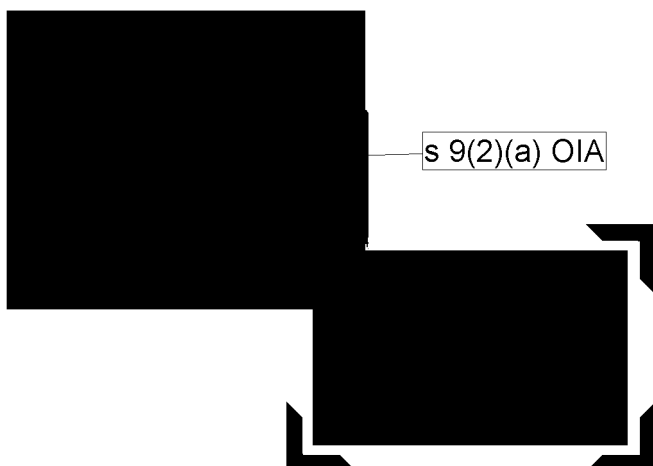
All children's needs should be catered for within their age/peer group. No child will be retained unless consultation and agreement is reached between staff, parents and any support services. Every endeavour will be made to cater for the needs of all children within their group, ensuring that all children have success at whatever level of learning, regardless of age.

1. All children's learning needs should be catered for within their age group class.
2. Children will be classified Yr1-Yr3 for no longer than four years and no less than two years before promotion into Yr4.
3. Consideration when classifying will be given to the Academic, Social, Physical and Emotional needs of each child as an individual, along with the chronological age.
4. When any child is being retained or accelerated at any level consideration should be given to:
  - a) Why retention or acceleration is being employed.
  - b) The child's needs being paramount
  - c) Future strategies and support for that child's development
5. When such consideration is being given to the retention or acceleration of any child parents will be given the opportunity for a full consultation.
6. A child who begins school during April will be classified as New Entrant for that year. However, each child will be considered as an individual, and reclassification may take place at any time during the Primary School years, but preferably, finally at the conclusion of year.

## Part C - Learning environment and teaching

6. Describe your proposed instructional methods, including at a minimum:
- a) any distinctive instructional approaches you propose to be employed;

### How Rise UP School will connect hearts and minds by whanau and communities working together



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#### Teaching practices

We lead innovative practices to work in an area of educational challenge and underachievement. Our programmes have been designed by teachers who have grown up and worked in South Auckland schools for many years. We are passionate about our community and have high expectations for our children.

It is our firm belief that as we unite as Māori and Pasifika, our next generation shall be the head... and not the tail! Rise UP fills the gap

between the tail and the head of achievement bell curve.

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*"I am going to start believing in myself"*

*Nellie-Eva*

At some stage during their time with us, Rise UP whanau experience a 'sonic boom', a point where they move from doing activities that illustrate key learning points, to being able to explain and then apply the learning points to new situations. They move from extrinsic, scaffolded learning, to intrinsic learners.

Success breeds success.

We think whanau dynamics are important to focus on, before educational achievement happens for Pasifika and Māori learners. If you don't know what you don't know, then you can't get momentum in learning. Since 2011 we have developed and delivered programmes that explore identity, language and culture. The "I Know Who I Am" programme is one of the first steps in a whanau navigating the NZ educational sector. The result is more effective engagement with students, leading to lifted achievement.

While the whanau is with Rise UP, gathering tools to strengthen their whanau, we have consultations and build relationships. We have found that educational engagement comes after relationships are established.

Students and Parents who have worked with Rise UP Trust have positive changes – they are more empowered, happy whanau. They are engaging more in school and the wider community. Students are excelling in learning.

Not only are they producing our best generation yet, they have a map to teach future generations of their whanau how to succeed.

- b) how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels; and

**Our commitment to evaluation and assessment will identify student successes and pinpoint areas needing development.**

### Guiding Principles and Goals



As active members of the South Auckland community, we appreciate how important and urgent the need is to turn around the educational challenges and underachievement in our community.

We have a strong commitment to evaluation. We are developing future pathways for educational success for Pasifika and Māori.

The children's performance will be measured against the National Standards and a point of difference of Rise UP School is that parents will know what the National Standards are, so they can contribute towards meeting the 85% National Standard target as per the Pasifika Education Plan.

We understand and have worked with Government priority school-level targets. We are experienced in measuring student achievement indicators and student engagement indicators, in particular:

- student engagement and student progression
- student achievement

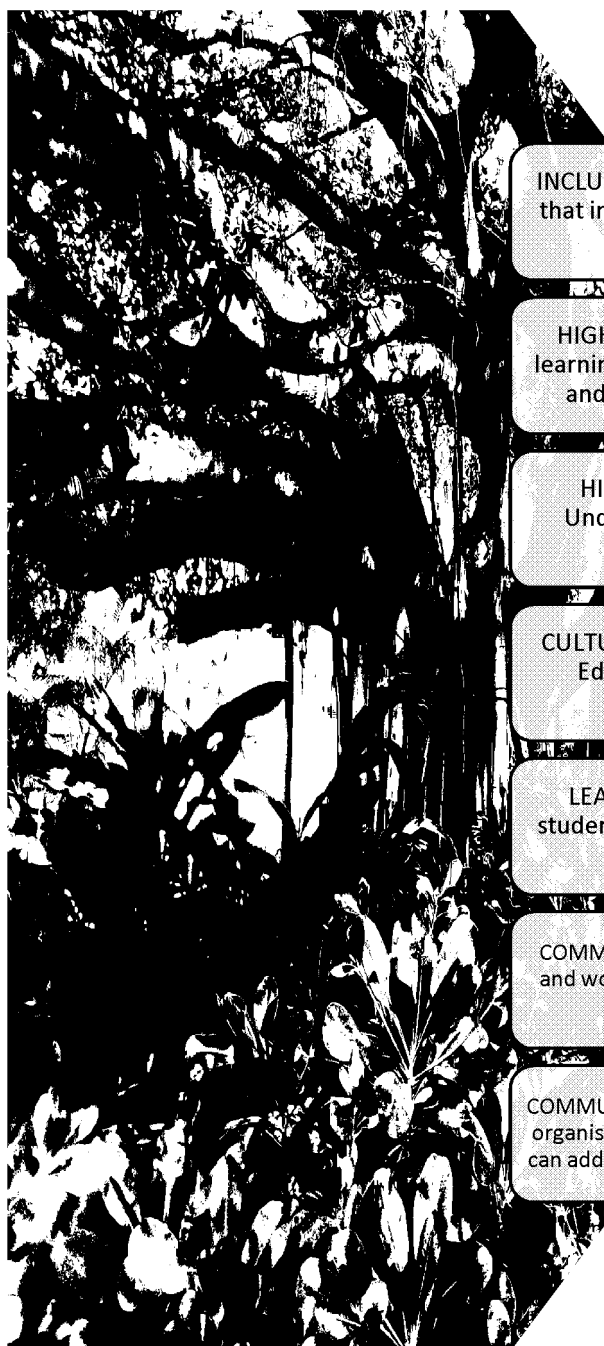
We will work towards specific targets for improving student achievement that will be set after areas of concern have been identified.

- c) help produce the educational outcomes anticipated in the school's goals.

## Teaching Practices and Pedagogy overview

The Rise UP School pedagogy will help produce the educational outcomes required by the school's goals. It is built on the school's guiding principles and performance goals. Rise UP teaching practices successfully improve achievement because they integrate BES and culturally responsive pedagogy. Our Teachers have used Inquiry based Learning models to accelerate learning and achievement. As students construct their own learning, parents have provided the support from home to set students up to succeed. We think that whanau engagement is the catalyst for improving Education outcomes for our community.

Pasifika and Māori students from low-socio economic communities and with special education needs are vulnerable students so Rise UP School must provide the following:



**INCLUSION & COHERENCE** Provide access to resources that improves students' and whanau well-being with a holistic approach.

**HIGH EXPECTATIONS** Devise authentic contexts for learning experiences that allow students to fully engage and develop 21st Century learning characteristics.

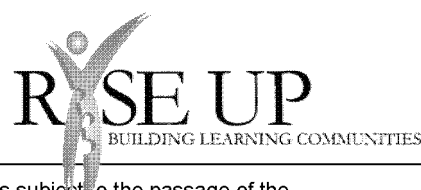
**HIGH EXPECTATIONS** Teach MORE about LESS. Undertake Professional Development pathways to ensure excellence as Leaders of Change.

**CULTURAL DIVERSITY & TREATY OF WAITANGI** Design Education programmes that integrate Culturally Responsive Pedagogies.

**LEARNING TO LEARN & FUTURE FOCUS** Measure student performance and identify learning needs to set future targets.

**COMMUNITY ENGAGEMENT** Fully engage students' whanau and work together to harness the students' full potential and improve student achievement.

**COMMUNITY ENGAGEMENT** Fully engage external Community organisations and stakeholders and as no one institution alone can address the many needs of our Pasifika and Māori learners.



7. Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

## Rise UP School through the eyes of a learner

Supporting the engagement and achievement of Maori, Pasifika, students with special education needs and students from low socio-economic backgrounds.



I am valued

- Students are valued for what they bring, and encouraged to bring their best.
- Culture and Identity
- SMARTS
- Personality
- Leadership
- Whanau



I have passionate teachers

- Teachers KNOW their students and are COMMITTED to their learning and wellbeing.
- Excellent Teachers with HIGH expectations
- Guide on the side ... vs Sage on the stage



I am engaged

- Students are fully ENGAGED in co-constructing their learning pathways.
- Respectful
- Fun
- Motivated learners learn faster



I will succeed

- Students will NOT leave worse off.
- Success breeds success.
- Focus on students strengths, to build on their needs
- Student needs are identified to inform future learning steps and 'whatever it takes'



## Learning Environment essential elements overview

The Rise UP School learning environment is built from Rise UP's guiding principles and performance goals. Our experience shows that students thrive in our environment.



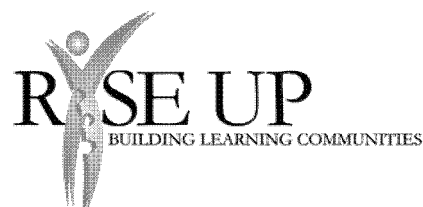
**INCLUSION & COHERENCE** Rise UP School will provide a safe learning environment for students and their whanau to produce a NEW BREED of Pasifika/Māori students and leaders.

**HIGH EXPECTATIONS** Our Hearts & Minds based approach will develop the students' gifts and talents to their fullest potential.

**CULTURAL DIVERSITY & TREATY OF WAITANGI** Teachers will embrace and celebrate the diverse backgrounds of students within the classroom culture.

**LEARNING TO LEARN & FUTURE FOCUS** Teachers and parents will maintain high expectations, through Individual Whanau Plans, with access to resources to ensure fun, engaging Inquiry learning based programmes.

**COMMUNITY ENGAGEMENT** As whanau fully engage and nurture their children's talents we will support them to release the GOLD their children already possess. Pasifika/Māori students will flourish.



8. Explain how the proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.

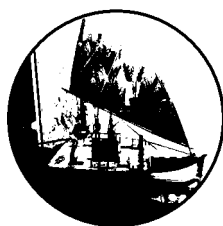
## Rise UP's Learning Environment – addressing needs and barriers

Rise UP Trust is a premium supplier of wrap around educational solutions for Māori and Pasifika whanau.

The whanau we have worked with are more empowered, happy whanau. They engage more with schools and their children's learning. Their children are excelling in learning and have increased educational achievement.



## Our Learning Environment Model



Our model is tried and tested.  
It's based on best practice, tertiary study.  
We have a vigorous Evaluation framework in place.  
Our Core Beliefs – Why Rise UP Trust exists:

Grow the Love

We need to wise up and Rise UP!

All children can learn and succeed.

Educational achievement is a whanau and community issue.

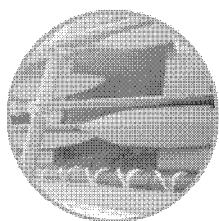
Strength in identity and culture leads to strong learning achievement.

Learning comes from healthy hearts, minds, bodies, souls and relationships.

It's time for Pasifika and Māori to generate successful models and approaches.



## Our Community based Teaching



We know what works for Māori and Pasifika whanau.

Our Teachers and Board understand our community,

Our Teachers and Board live in our community.

We are experienced in working in consultation with Māori and Pasifika whanau and community leaders.

Our Teachers have taught in schools in our community. We understand teacher culture, the NZ Curriculum and assessment methods.

We have excellent networks of advisors and contacts within the Education sector. We will leverage the partnerships we already have to bring together the education, business and community sectors to provide new opportunities for students to achieve educational success.

**Partnership Assessment Tools.** We will include partnership assessment tools as part of the Rise UP School Whanau Education Plans; PATH and Genograms. These will identify pathways and support mechanisms for success both with engaging our students, and their whanau.

**Evaluation at a Glance: Priority Learners in NZ (ERO, 2012)** We have demonstrated ERO's findings that "a greater focus on the ethics of teaching, particularly on the absolute necessity for knowing about learners as individuals who possess interests, strengths and capabilities, and who are endowed with cultural backgrounds and knowledge that can contribute so richly to the curriculum".

## Our Governance and Curriculum Adherence



Our team are passionate about our South Auckland whanau and continuing the development of a NEW BREED of Pasifika Māori learners.

The links our Board have in the community, and the positions they've held place them in good stead to build learning communities.

Our leadership is experienced in running a sustainable organisation and building relationships.

Our administrators have expertise in human resources, robust and transparent financial management, quality management systems. We intend to employ teachers who are excellent at providing the NZ Curriculum numeracy and literacy and assessment. The difference is that we will teach them our Learning Environment Model that engages Pasifika and Maori so that they can excel.