

## 2. Goals

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.

### Inclusion and Coherence

- BOT will ensure a high quality Curriculum is delivered and evaluated which effectively caters for students' various needs.
- Teachers will apply effective pedagogy to provide fun, authentic contexts for Inquiry Based learning that motivates students to learn.
- Parents will fully engage and set children up for success in learning at home and school.
- Students will fully engage with high levels of attendance and engagement making links within and across learning areas, when co-constructivist pedagogy applies.

### High Expectations

- BOT will lead community partnerships and ensure high participation and engagement, sound evaluation practices and effective interventions in learning issues.
- Teachers will develop Whanau Education Plans collaboratively with Whanau and use a range of assessment tools to measure achievement and involve and benefit students.
- Parents will demonstrate a sound understanding of National Standards expectations and co-construct Whanau Education Plans with Teachers and necessary support services.
- Students will demonstrate 87% achievement at or above National Standards.

### Cultural Diversity & Treaty of Waitangi

- BOT will (a) consult with the School's Māori community to ensure the Treaty of Waitangi principles are reflected in school policies, procedures and classroom culture and teaching and (b) ensure Biblical Principles are reflected in school policies, procedures and classroom culture and teaching.
- Teachers will embrace and celebrate the diverse backgrounds of students within the classroom culture and the Māori language and its customs.
- Parents will encourage and support children's journey of strengthening their Cultural Identity at home and school.
- Students will demonstrate a strong positive sense of valued Culture and Identity and an appreciation of the Māori language and its customs.

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

## Learning to Learn & Future Focus

### • BOI will ensure effective Change Management

processes are intact when any change needs to happen, and all stakeholders are well informed and compliant.

• Teachers will fully engage students and parents to ensure they are set up to succeed in 21<sup>st</sup> Century learning.

• Parents will (a) establish healthy relationships with teachers to engage effectively with school activities and (b) contribute to the Strategic Direction of Rise UP School, ensuring 21<sup>st</sup> Century lifelong learning characteristics are developed.

• Students will meet desired outcomes and success criteria and demonstrate increased Academic and Non-Academic achievement. (Success breeds Success).

## Community Engagement

• BOI will be committed to build and lead a reflective, learning community.

• Teachers will reflect on classroom practice and community engagement regularly to inform best practice as leaders of change.

• Parents will develop awareness of available community services and access resources as needed.

• Students will demonstrate values based 21<sup>st</sup> Century lifelong learning characteristics.



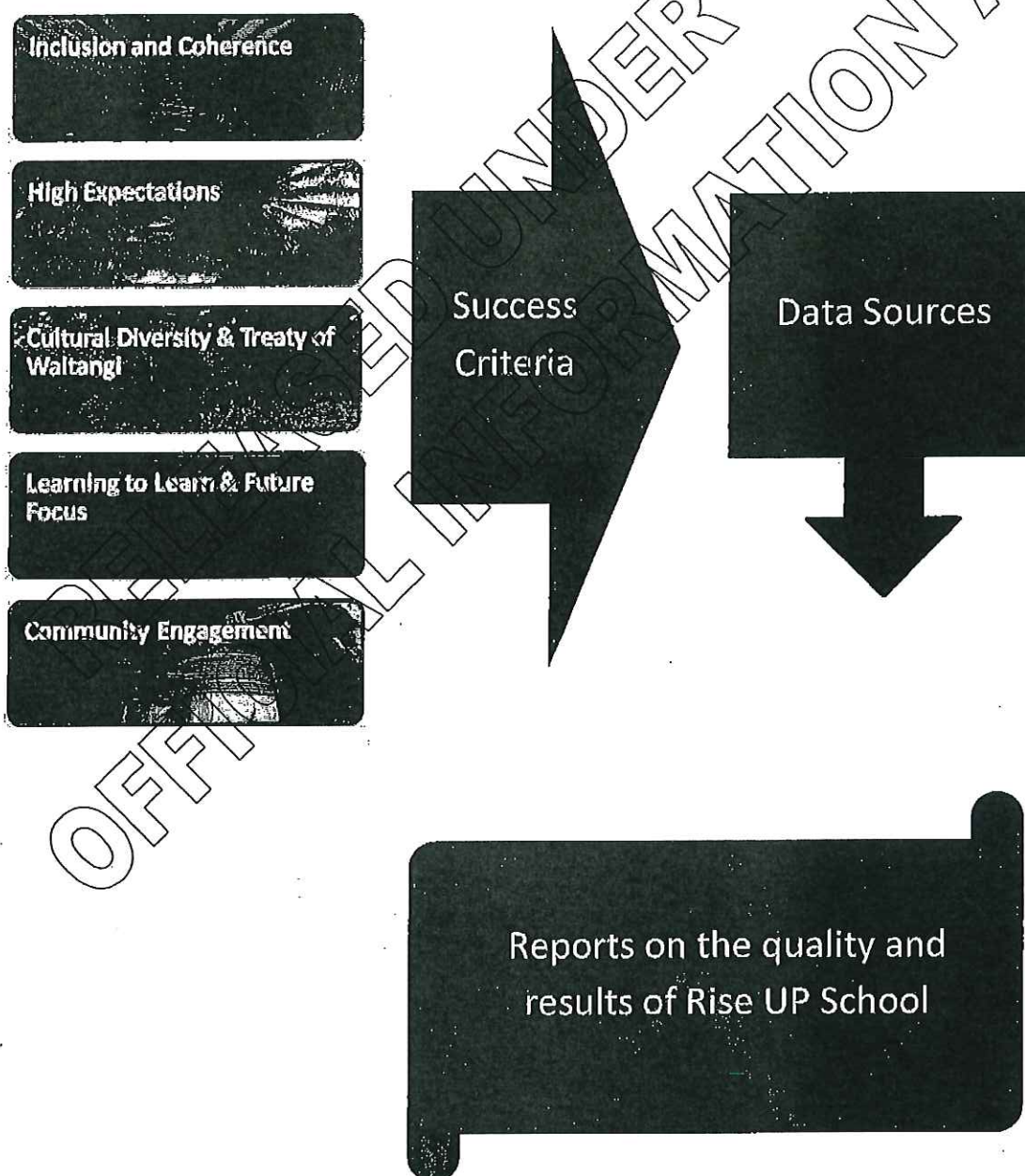


## Measuring Rise UP School's performance goals

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





## 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 whānau and children?

### Data sources about Quality

Attendance, retention, demographic data

Feedback from parents and children

Staff reflections and review

### Data sources about Results

Baseline changes whānau and children

Changes in Educational Achievement Data

In depth follow up interviews with whānau and children

DVD in fact stories

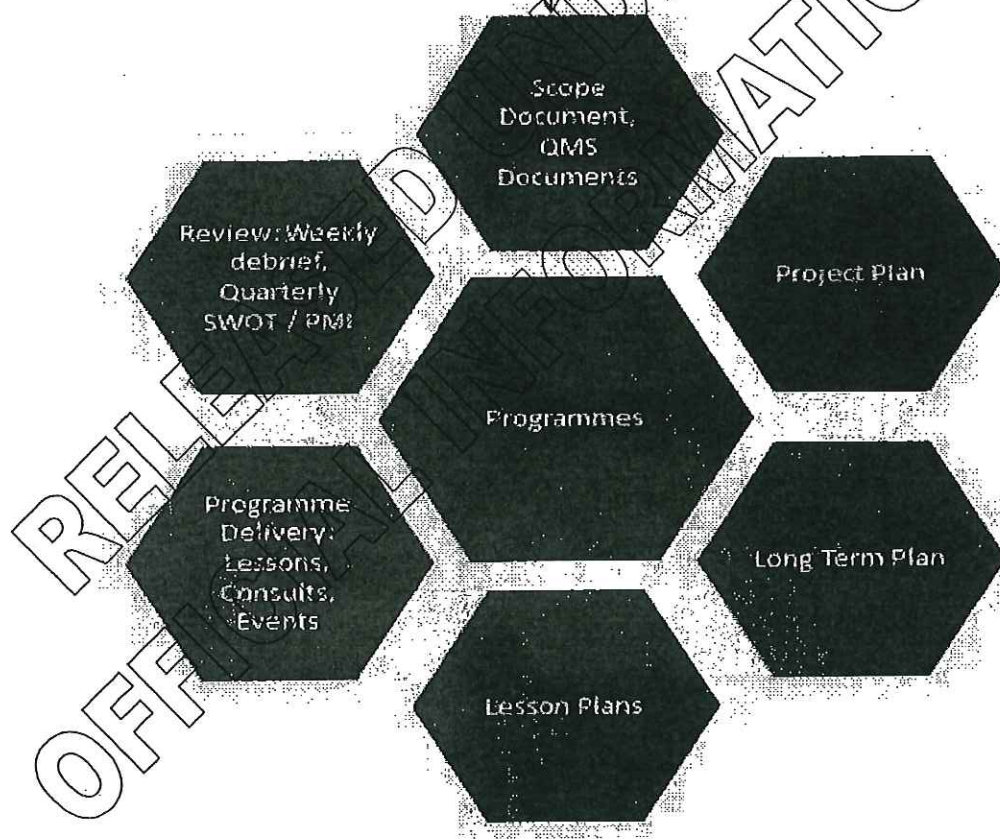
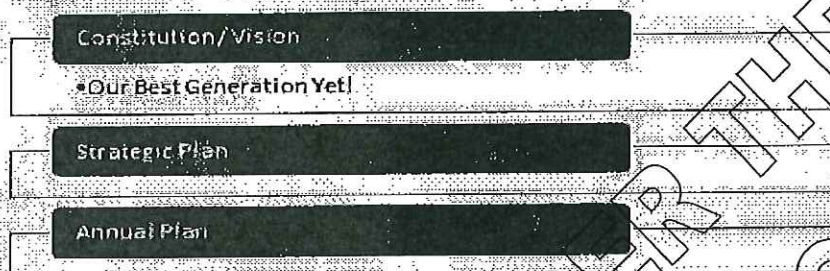
Demonstrate Partners strategic plan alignment



## 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.

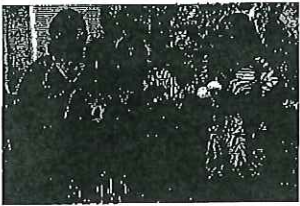

Evaluation criteria for quality in Rise UP Trust's existing programmes are in the table below:

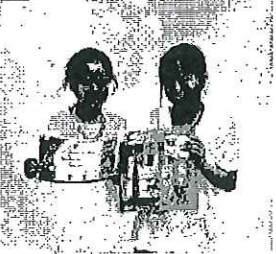

Delivery	Criteria. What does success look like?
<b>Attendance</b>	Diverse ethnicities participate. Men are represented. Singles, partners, blended families are represented. There is a mix of Whanau that are new to the programmes, plus existing whanau.
<b>Retention</b>	Over 80% retained per programme.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



## 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.

Performance Goals	Criteria	Measurements. Data sources.
	Increased academic and non-academic achievement	School reports. Consultations. Programme workbooks.
	Broadened student aspirations	Consultations.
	Children are more caring and critical thinkers	Attending Servolition programme. Workbooks and action plans. School reports.
	Children are more equipped to learn	School reports. Consultations.
<b>4. Sustainable organisation</b> 	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 Organization
Initial engagement	Word of mouth referrals and greater participation	
Participation		
Identity and Culture		

## B. EDUCATIONAL PLAN

### 1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Describe any challenges to learning that the proposed student population may face.

#### Rise UP School and our Community



The Rise UP Trust 'Building Learning Communities' project has enabled us to work with over 160 whanau in the South Auckland Region over the last six years. Our team of experienced teachers and range of volunteers have supported these whanau to become more actively engaged with their children and accelerate learning both at home and school.

We have a high proportion of single parent and blended whanau who need whanau intervention programmes to strengthen the home/school partnership.

Eighty per cent of our Rise UP whanau are of various faith-based backgrounds and all are a mixture of at least two or three different Pasifika ethnicities and/or of Māori descent.

Rise UP School will deliver quality outcomes for a maximum of 50 Pasifika and Māori students from Years 3-6 from the South Auckland community in its initial stages. We propose the location will be in Mangere and are still finalising a specific facility that will cater for our school activities.

#### 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. 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.

#### Meeting challenges to learning

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

- Healthy meals
- Social Services
- Health & Wellbeing Services
- Extra-Curricular Arts activities
- Education outside the Classroom



## 2. Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

### Curriculum overview

The Rise UP School Curriculum is built on the school's Guiding Principles and performance goals.



**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.