



Sharp Minds | Strong Bodies | Good Hearts

Our Values

Resilience
Integrity
Stewardship
Excellence

Our Mission

Raising Leaders on Child at a Time.
When we enrol your child, we enrol your whanau.

1.

ALL SYSTEMS GO!

A white line-art illustration of a rocket with a circular window and a single fin, launching upwards with a trail of smoke.

2.

GROW, GROW, GROW!

A white line-art illustration of a pyramid made of small human figures holding hands, with one figure at the top.

3.

GUARD THE DEPOSIT

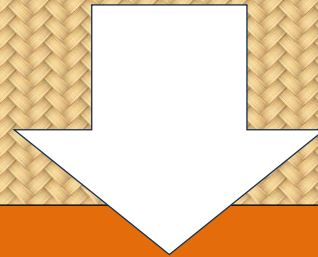
A white line-art illustration of an open treasure chest filled with coins and gems, with a small skull and crossbones logo on the side.

4.

FAITHFUL WITH THE LITTLE

A white line-art illustration of a person with a beard and a white t-shirt with a 'hearts&minds' logo, holding a balance scale. A clock face is also visible.

This Strategic Plan will support the successful transition of the school into the state sector and provide students a **purpose built permanent site to** mobilise the school vision and **grow the roll ...**



OUR
VISION

**SHARP MINDS
STRONG BODIES
and GOOD HEARTS**

RISE UP ACADEMY ROADMAP

Strategic Goals

ALL SYSTEMS GO!

Consolidating the State Sector requirements and provisions under the Designated Character School Act – Section 156.

- Update schoolwide systems to reflect State sector requirements.

GROW GROW GROW!

Sustainable roll growth.

- The maximum roll application is approved for up to 300 students.
- Grow the presence of RUA in state sector.
- Develop a clear and agreed plan with the Ministry of education on triggers and plan for the permanent site.

GUARD THE DEPOSIT

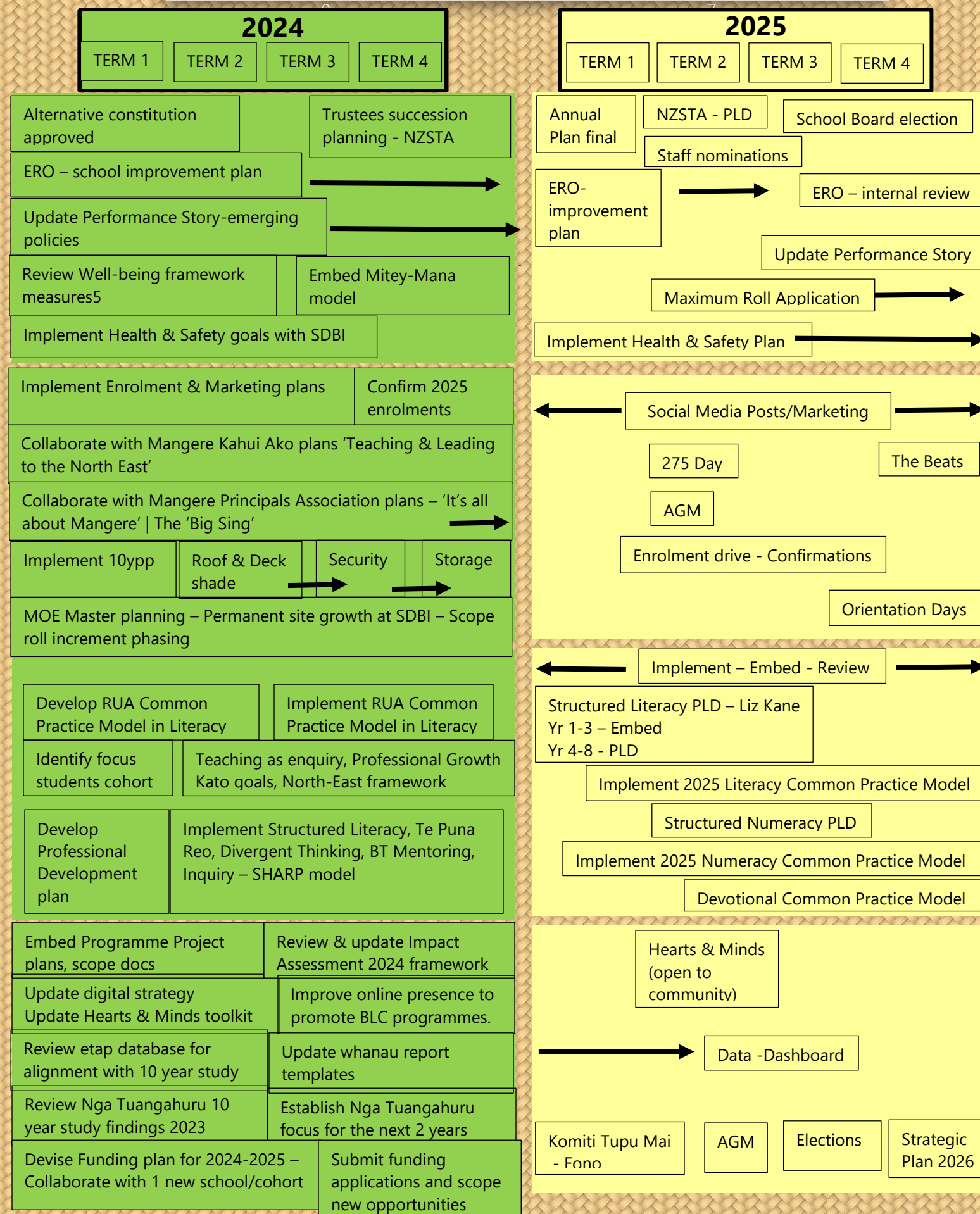
Accelerate student learning outcomes and enhancing well-being.

- 80% of students attending for 90% of the term.
- Increased literacy achievement across the school.
- Enhance outcomes for neurodiverse learners.

FAITHFUL WITH THE LITTLE

Sustainable whanau engagement reduces barriers to learning and well-being.

- Review Impact Assessment framework.
- Collaborate and strengthen Stakeholder relationships for collective impact and funding opportunities.



Success

A successful transition into the state sector.

MEASURES:

- RUPT & RUA special affiliation relationship is symbiotic.
- Students, Staff, parents and the board demonstrate good understanding of RUA systems.

Rise Up is the school of choice with roll of 150 students (wait list)

MEASURES:

- A full Roll and staff
- Thriving, proactive engagement- with the Ministry of Education.

The integrity of the RUA designated special character model is upheld.

MEASURES:

- Student progress demonstrates Sharp Minds, Strong Bodies and Good Hearts.
- Increased teacher capability accelerates student learning.

Fully engaged whanau are setting up children for success in learning and well-being.

MEASURES:

- Funding streams support the enrolment growth.
- Improved service delivery of The Building Learning Communities initiative.

GOAL 1: ALL SYSTEMS GO – Consolidating the State Sector requirements and provisions under the Designated Special Character school Act.

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| TARGET | <p>1a. The first state School Trustee election process is completed with the Alternative Constitution in place.</p> <p>1b. The maximum roll application is approved for up to 300 students.</p> <p>1c. The MOE approved Property Master plan milestones are in place for the next 3-5 years.</p> <p>1d. The Health & Safety of staff and students is reflected in school property design and systems.</p> <p>1e. The current RUA schooling model is sustainable under the current funding regime.</p> <p>1f. The personnel policies and procedures are adhered and reviewed.</p> | BASELINE DATA | <ol style="list-style-type: none"> 1. RUA Establishment board 2. Maximum roll for RUA is currently 101 students. 3. MOE approved the Master Plan for a projected roll of up to 300 students. 4. Board prioritization of Health and Safety during 2024. 5. Staffing entitlement – 6.8 FTTE, Operations Grant - \$285,000. 6. ERO – non compliance in vetting processes. |
| KEY IMPROVEMENT STRATEGIES | <ol style="list-style-type: none"> 1. Develop and administer a Triennial election process with succession plans in place for suitable trustees by 10th September 2025. 2. Partner with MOE to develop a consultation plan for the maximum roll application and Master Plan milestones. 3. Review and implement Health & Safety plans. 4. Benchmark the current schooling model and resourcing (budget) with other schools to ensure fiduciary obligations. 5. Review and improve the Recruitment and Induction process (ERO). | MONITORING | <ul style="list-style-type: none"> - Weekly 4casts – Staff - Fortnightly – Staff meetings & 101's catch ups. - Monthly meetings with Annual Goals updates for Board and staff. - Quarterly meetings with Annual goal updates for Whanau. |
| RISK MANAGEMENT | <ul style="list-style-type: none"> - The elections process is not well communicated with the RUA community. - Ensure that Grace has a milestone plan with SchoolEd and monthly updates show progression. - Whanau consultation plan with MOE is arduous. | COMMUNICATION PLAN | <ul style="list-style-type: none"> - The staff and whanau representatives will provide feedback regarding 2024 goals and progress to inform 2025 goals. - The SLT will synthesise the stakeholder feedback to confirm the draft Annual plan. - The first Board meeting for 2025 will include the draft Annual plan goals to be reviewed and approved. - The staff meetings after board approval will agenda the final Annual plan – staff, engine room, LA's. - Staff 101's will confirm job descriptions, roles and responsibilities with focus and priorities for 2025. - Monthly newsletter for whanau and external stakeholders will provide visual updates on 2025 goals. |

ANNUAL PLAN:

| ACTION | RESPONSIBLE | RESOURCES (\$\$\$) | WHEN | PROGRESS |
|---|-------------|-----------------------|----------------|--|
| 1a. Develop and administer a Tri-ennial election process with successions plans in place. <ul style="list-style-type: none"> - Engage SchoolEd, Board Election Services to support and administer the election process. - A Project Plan update monthly. - Komiti Tupu Mai meeting schedules/updates. - Whanau Fono updates. - Staff meeting schedule agenda – Terms of reference. - | Grace | \$1600.00 | Term 1- Term 3 | <ul style="list-style-type: none"> - A Project Plan update monthly - Minutes of Whanau Fono - Minutes of Staff Meeting – staff reps terms of reference |
| 1b. Partner with MOE to develop a consultation plan for the maximum roll application and Master Plan milestones. <ul style="list-style-type: none"> - Meet with Senior Advisor and Property Advisor to progress the application for maximum roll increase and Master Plan. - Komiti Tupu Mai/Whanau Fono meeting schedules. - | Grace/Sita | | Term 1- Term 2 | <ul style="list-style-type: none"> - Application for maximum roll increase progress - Minutes of MOE meetings-milestones - Minutes of Whanau Fono - Enrolment waiting list increases |
| 1d. Review and Implement Health and Safety plans. <ul style="list-style-type: none"> - Delegate Health & Safety committee role to suitable staff. - Communicate 2024 goals and update 2025 goals. | Celia | \$1000.00 for PLD | Term 1 | <ul style="list-style-type: none"> - Health & Safety committee established-weekly/fortnightly - Health & Safety plan update monthly - Hazard register - monthly |

ANNUAL PLAN:

| ACTION | RESPONSIBLE | RESOURCES (\$\$\$) | WHEN | PROGRESS |
|---|-------------|-----------------------|------|---|
| 1e. Benchmark the current schooling model and resourcing (budget) with other schools to ensure fiduciary obligations. <ul style="list-style-type: none"> - Visit various Mangere Principals Association members for benchmarking. - Meet with the MOE Senior Advisor/Property Advisor. | Sita/SLT | | | <ul style="list-style-type: none"> - Monthly board report updates - 2025 Budget reflects similar state schooling baselines – Staffing, Curriculum Expenses, Property, Health & Safety |
| 1f. Review and improve the Induction processes regarding Vetting applicants. <ul style="list-style-type: none"> - Present attestations of the induction process including vetting with ERO partner. | Mary-Ellen | | | <ul style="list-style-type: none"> - Vetting forms for new staff for 2024 onwards - Induction policy attestation |

ANNUAL PLAN:

GOAL 2: GROW, GROW, GROW! – Sustainable roll growth.

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| TARGET | 2. The maximum roll application is approved for up to 300 students. | BASELINE DATA | 1. 2024 Roll Numbers – 95 2. 2025 Roll Numbers as at 10 th Feb – 85 |
| KEY IMPROVEMENT STRATEGIES | 1. Review the current marketing plans to update the 2025-2026 marketing strategy. | MONITORING | <ul style="list-style-type: none"> - Weekly 4casts – Staff - Fortnightly – Staff meetings & 101's catch ups. - Monthly meetings with Annual Goals updates for Board and staff. - Quarterly meetings with Annual goal updates for Whanau. |
| RISK MANAGEMENT | <ul style="list-style-type: none"> - The limited spaces available where the greatest needs are i.e the junior school, new entrants. | COMMUNICATION PLAN | <ul style="list-style-type: none"> - 275 Day – marketing plan. - Weekly social media posts on RUA & RUPT. - Term Planners lock in dates for marketing in advance. |

| ACTION | RESPONSIBLE | RESOURCES (\$\$\$) | WHEN | PROGRESS |
|---|-----------------------|--|------|--|
| 2. The maximum roll application is approved for up to 300 students 2.1 - Review the current marketing plans to update the 2025-2026 RUA Marketing strategy. 2.2 - Research and benchmark DSC schools enrollment strategy. 2.3 - Increased Social media stories, nudges to support Hearts & Minds strategies. 2.4 - Extend the Hearts & Minds programme to the local community. 2.5 - Invite local media to school events. 2.6 - Schedule open days in Terms 2 & 3 2.7 - Project plan the 275 day to be held on 27 th May annually and have the Student Council participate. 2.8 - Update the RUA prospectus in alignment with new Curriculum changes. 2.9 - Strengthen the Early Childhood Education partnerships and invite them to our Inquiry Learning presentations etc. 2.10 - RUA joins the 275 Santa Parade. 2.11 - RUA joins Nga Manga Community network meetings – monthly and shares Hearts & Minds/Synergy programmes. 2.12 - RUA Story – The journey of Rise UP Academy from 2006 – 2025. | Rhonadean/Grace/Celia | Time – Staff weekly 4casts prioritise the above. | | A growing waitlist for 2025-2026 enrollments. a. Benchmarking exercise highlights successful marketing approaches. b. Enrolment data informs marketing practices. c. Social media presence celebrates student/whanau success stories. d. Hearts & Minds participation from non RUA whanau. e. Increased media coverage from local media sources. f. Enrolment open days in Term 2 & 3. g. 275 day project plan yields new 50 enrolments. h. 2025 RUA Prospectus is completed in time for 275 day. i. Nga Manga network collaboration creates opportunities for RUA to engage. |

GOAL 3: GUARD THE DEPOSIT – Accelerate student learning outcomes and enhancing well-being.

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| TARGET | 3a. Increased Literacy achievement across the school. 3b. Increased Well-being outcomes. 3c. 80% of students attending for 90% of the term. | BASELINE DATA | 1. Student Achievement Data 2. Structured Literacy Data 3. Well-being survey – Students / Staff 4. Staff Feedback 5. ERO Report & SIF 6. Attendance data – 50% regular attendance 7. Well-being register – Students 8. SENCO report |
| KEY IMPROVEMENT STRATEGIES | 1. Embed teachers' use of effective teaching strategies schoolwide to engage and challenge learners and promote improved attendance. 2. Ensure teachers active participation in professional learning in effective literacy and numeracy strategies to improve their teaching capability. 3. Use achievement data effectively to inform teaching and programmes to better respond to students' learning needs. 4. Use indicators of effective practice to evaluate the impact of initiatives and to better progress strategic improvement. | MONITORING | <ul style="list-style-type: none"> - Weekly walkthroughs and meetings to feedback on classroom fidelity to the Common practice models. - Quarterly Milestone checkpoints – Professional Growth Kato 101's SLT & Teachers. - Quarterly |
| RISK MANAGEMENT | <ul style="list-style-type: none"> - SLT Well-being Ascertain capacity and well-being of SLT to effectively lead and improve the professional capability and collective capacity of RUA. Restructure as required. - Too many events consume staff time, well-being and learning time – Limiting and approving the number of events, scheduling dates and delegating tactfully – counting the cost of hours expended. Language weeks are now biannual. Pastoral Care – during lunch break. | COMMUNICATION PLAN | <ul style="list-style-type: none"> - The staff and whanau representatives will provide feedback regarding 2024 goals and progress to inform 2025 goals. - The SLT will synthesise the stakeholder feedback to confirm the draft Annual plan. - The first Board meeting for 2025 will include the draft Annual plan goals to be reviewed and approved. - The staff meetings after board approval will agenda the final Annual plan – staff, engine room, LA's. - Staff 101's will confirm job descriptions, roles and responsibilities with focus and priorities for 2025. - Monthly newsletter for whanau and external stakeholders will provide visual updates on 2025 goals. |

ANNUAL PLAN:

| ACTION | RESPONSIBLE | RESOURCES (\$\$\$) | WHEN | PROGRESS |
|---|---------------------|--|---|--|
| 3a. Embed teachers' use of effective teaching strategies schoolwide to engage and challenge learners and promote improved attendance. <ol style="list-style-type: none"> 1 Embed the Impact Coaching Model to support teachers with practice analysis protocols. 2 Provide constructive feedback/feed forward fortnightly on planning and walkthroughs. 3 Refresh the Health & Physical Education programmes and provide pastoral care programmes. 4 Consolidate the Devotional Curriculum. | Rona/Rhonadean/John | RUA Devotional Curriculum – Laidlaw Course = \$2000.00 Leadership Coaching = \$1500.00 MITEY PLD Impact Coaching – Tafa Ed Lifewalk Pastoral Care Workshops = \$265.00 | Term 1 fortnightly 20 hours in Term 1 | <ol style="list-style-type: none"> a) Observation feedback supports teachers practice and improvement. b) Leadership integrate Health & PE programmes. c) Project plan/scope doc for Devotional Curriculum. More concrete timetable – Whanau – guest speakers. Create a Devotional Curriculum to capture school vision and alignment, Curriculum alignment. Maintaining the Special Character of the school – 3 year overview. Lesson guides for classrooms – Common practice model to reduce teacher variability – Exemplars for teachers. |
| 3b. Ensure teachers active participation in professional learning in effective literacy and numeracy strategies to improve their teaching capability. <ol style="list-style-type: none"> 1) Schedule the Structured Literacy PLD and Structured Numeracy in Terms 1 and 2 for optimum implementation and change management. 2) Schedule the Professional Development support and references (readings) quarterly. <ul style="list-style-type: none"> • Term 1 – The Science of Learning/Te Mataiaho – English phases/Structured Literacy. • Term 2 – Leading – North East | Sita/Rona/Rhonadean | LEI's Tafa Ed Leadership Coaching = \$1500.00 Blackbelt in Thinking LEI = \$1500 | Term 1- Term 2 20 hours 20 ours | <ol style="list-style-type: none"> a) Leadership socialization of Structured Literacy and Numeracy implementation. b) Teacher Professional content knowledge gains in Pedagogical approaches. c) Schoolwide systems enable time and space for teachers to learn Te Mataiaho. d) Schoolwide procedures and Teacher expectations are reviewed to ensure Te Mataiaho requirements are mobilised. |

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| <p>Structured Numeracy – Math phases.</p> <ul style="list-style-type: none"> Term 3 – Our Code Our Standards/ ERO Evaluation indicators. <p>3) Restructure Staff/SLT meeting schedules, teacher only days and classroom release time to prioritise support for teachers.</p> <p>4) Update the RUA Common Practice model in Literacy and Numeracy.</p> | | | | 4) 2025 Common practice model. |
| <p>3c. Use achievement data effectively to inform teaching and programmes to better respond to students' learning needs.</p> <ol style="list-style-type: none"> 1) Benchmark local schools using Structured Literacy assessments. 2) Engage MOE Senior Advisor & RTLB for support with implementation of new assessment tools. 3) Streamline the assessment framework in alignment with Curriculum changes. 4) Update teacher expectations documents. | Rona/John | Kahui Ako Benchmarking across Mangere Schools | 2 hours per fortnight | 1) 2025 Assessment framework. |
| <p>3d. Use indicators of effective practice to evaluate the impact of initiatives and to better progress strategic improvement.</p> <ol style="list-style-type: none"> 1) Incorporate the 'Teaching As Inquiry' and Teaching to the North-East framework into the staff Professional Growth Kato. 2) Review and make explicit the ERO school evaluation indicators and School Improvement Framework synthesis to monitor improvement. | Sita | | Quarterly review | 2) Staff SIF review survey. |

ANNUAL PLAN:



GOAL 4: FAITHFUL WITH THE LITTLE – Sustainable Whanau engagement reduces barriers to learning and well-being.

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|-----------------------------------|---|---------------------------|---|
| TARGET | <p>Increased Literacy achievement across the school. 80% of students attending for 90% of the term. Enrolment waitlist of 50 students. Whanau PATH Goals 85% attained. Hearts & Minds Completion 100% Synergy completion 85% AFS SUPA completion 85% Awhi group ? – tbc Good to Go Volunteer hours - 2800</p> | BASELINE DATA | <ol style="list-style-type: none"> 1. 70 Whanau 95 students 2. 50% Regular Attendance 3. Waitlist – tbc 4. Whanau PATH Goals attained 5. Hearts & Minds completion 100% 6. Synergy completion 80% 7. AFS SUPA completion 100% 8. Awhi engagement high – tbc 9. Good to Go Volunteer Arm – 2109/2680 hours attained. 10. Culture & Heritage programme – outputs exceeded outcomes – low attendance |
| KEY IMPROVEMENT STRATEGIES | <ol style="list-style-type: none"> 1. Identify the barriers to learning and well-being. 2. Develop new opportunities for whanau to contribute to the Building Learning Communities programmes. 3. Develop Attendance Strategy communication plans. Identify and monitor the attendance of the irregular and chronic attendance whanau. 4. Ensure staff have active participation in professional learning to sustain and improve programme delivery. 5. Promote the Hearts & Minds and Synergy out to the wider community. | MONITORING | <ul style="list-style-type: none"> - Weekly 4casts – staff - Fortnightly Staff meetings & 101's catch ups. - Monthly meetings with Annual Goal updates for Board and Staff. - Quarterly meetings with Annual Goal updates for Whanau. |
| RISK MANAGEMENT | <ul style="list-style-type: none"> - Staff job descriptions for 2025 clearly align roles and responsibilities. - Hours diverted from After School programmes to support the core Building Learning programmes during Term 4. - Daylight savings hours for Synergy programmes – Term 3 & 4. | COMMUNICATION PLAN | <ul style="list-style-type: none"> - The staff and whanau representatives will provide feedback regarding 2024 goals and progress to inform 2025 goals. - The SLT will synthesise the stakeholder feedback to confirm the draft Annual plan. - The first Board meeting for 2025 will include the draft Annual plan goals to be reviewed and approved. - The staff meetings after board approval will agenda the final Annual plan – staff, engine room, LA's. - Staff 101's will confirm job descriptions, roles and responsibilities with focus and priorities for 2025. - Monthly newsletter for whanau and external stakeholders will provide updates on 2025 goals. |

| ACTION | RESPONSIBLE | RESOURCES (\$\$\$) | WHEN | PROGRESS |
|--|------------------------------|--|------------|--|
| 4a. Identify the barriers to learning and well-being. <ul style="list-style-type: none"> Aggregate PATH data to capture barriers to success and achievement of Whanau goals. Modify the Etap database. | Grace/Laura/Celia | | Term 1 | PATH plans report provides a dashboard of whanau goals and trends of barriers to learning. |
| 4. Create new opportunities for whanau to contribute to the Building Learning Communities programmes. <ul style="list-style-type: none"> Review whanau details database to leverage external stakeholder relationships. Develop a corporate volunteering strategy to support RUA. Invite whanau as guest speakers at Hearts & Minds. | Grace/Laura/Celia | | Term 2 | Good to Go monthly report. |
| 4b. Develop Attendance Strategy communication plans. Identify, monitor the attendance of the irregular and chronic attendance whanau. <ul style="list-style-type: none"> Weekly follow up of these students/whanau. Referrals for support made where necessary. | Rhonadean/Grace/Laura | | Term 1 – 4 | Weekly & Monthly attendance report shows increasing levels of attendance for the target cohort. |
| 4. Ensure the staff have active participation in professional learning to sustain and improve programme delivery. <ul style="list-style-type: none"> Schedule the professional development plan to include staff supervision for the PATH facilitators. | All | Tonic - \$2500 Brainwave Trust Staff Supervision | Term 1 - 4 | Project plans and scope documents identify professional learning required. Professional Growth Kato – summaries. |
| 4e & 4f. Promote the Hearts & Minds and Synergy to the wider community. <ul style="list-style-type: none"> See Goal 2 Publish the story of Rise UP 2006 – 2025 Case Studies – Testimonies of 5 whanau to share the impact of the BLC programmes. | Rhonadean/Celia/Grace/Cecily | Rise UP Story Case Studies | Term 1 – 4 | External whanau enrolments into Hearts & Minds. Increase in New enrolments for 2026. |