



MANUREWA HIGH SCHOOL

Charter 2019



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Manurewa High School

Vision Statement:

Piki atu ki te rangi, Aim High, Strive for Excellence

Mission Statement:

To grow a community of learners to 'Be the ManuREWA Way' by living our values of Respect, Excellence, Whanaungatanga and Akoranga. Aakonga who will leave us happy, confident and proud.

Waikato Tainui Kawenata:

We as a school community are committed to our Kawenata agreement with Waikato Tainui working in partnership to meet the educational aspirations of the iwi for our rangatahi.

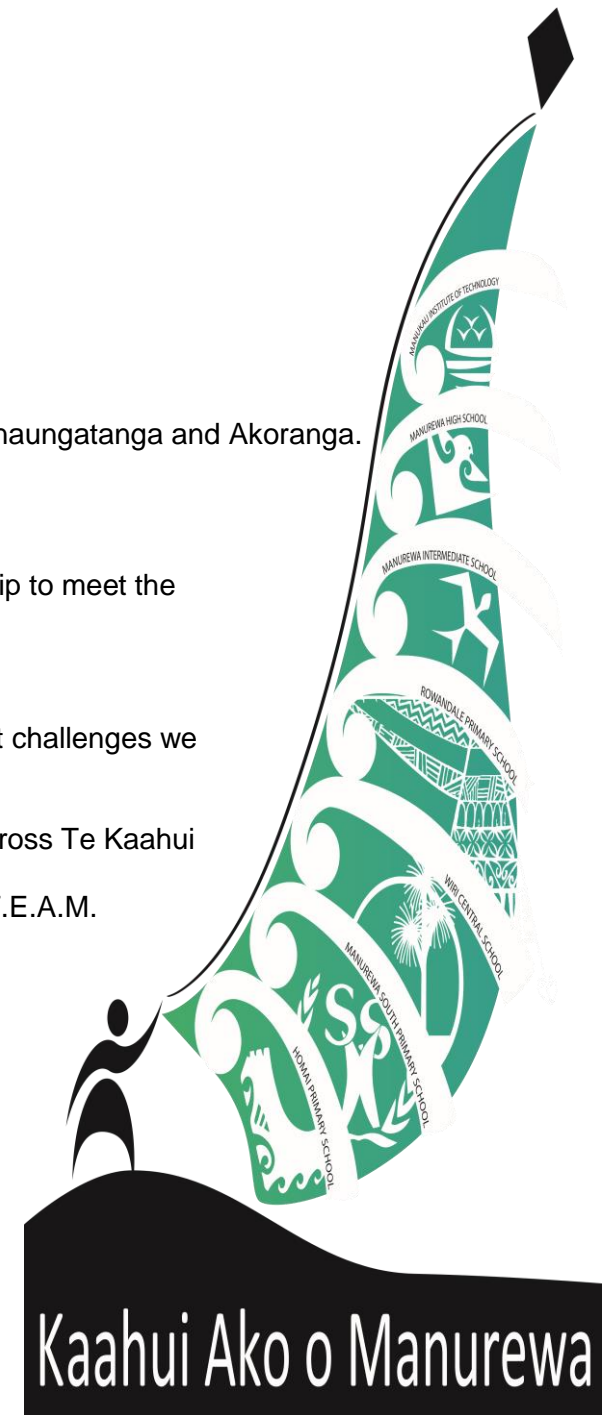
Kaahui Ako o Manurewa:

We as a school community are committed to working with our Kaahui Ako o Manurewa to meet the achievement challenges we have collaboratively developed;

1. To improve achievement through the development and sustaining of cultural identity
2. To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako o Manurewa
3. To improve achievement by developing an integrated approach to learning through the application of S.T.E.A.M.

Our Kawa:

- we believe in our vision and strive for our mission
- we are open and respectful in our communication and feedback
- we provide opportunities for leadership
- we are caring and promote Hauora
- we believe in and see the potential for all our aakonga
- we are reflective and work with a growth mindset
- we share and celebrate success
- we believe that akoranga never stops
- we encourage empathy and strive for equity
- we have aroha for our school community and put them at the centre of all our decision



Charter Focus Outcomes

Improved Ability to Engage in Akoranga

Improved Cultural Identity

Aakonga Taking Positive Steps Beyond School

Strategic Vision

Commitment to Akoranga:

Staff, students and whaanau practise a commitment to akoranga that is ubiquitous, dynamic, co-dependent and co-lead by the entire school community

2019 Goal

Our goal for 2019 is to ensure our Learner Profile informs transformational pedagogy and curriculum design so that our aakonga, whaanau and staff are happy, confident and proud.

Te Ara o Tawhaki will be the framework to guide our process

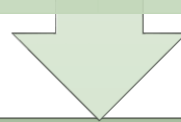
TE ARA O TAWHAKI



2019 Annual Plan: two focus areas

Pedagogy: Further develop strategies and approaches that support akoranga anytime, any space, any place and with anyone

Curriculum Design: Further develop programmes of akoranga that occur anytime, any space, any place and with anyone



across five key programmes

Priority Learners	Cultural Identity	eLearning	Hauora	Curriculum Design
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- **Priority Learners:** Accelerating the achievement of Maori and Boys across all levels (data sharing and tracking / akoranga and ara (pathway) conversations and interventions / differentiated teaching strategies)
- **Cultural Identity:** Continued development of cultural identity and critical culturally sustaining pedagogy (Kia Eke Panuku observation and appraisal system)
- **eLearning:** Continue to develop eLearning to support transformational pedagogy and curriculum design (use of SAMR model)
- **Hauora:** Continued improvement of student and staff Hauora (Whare Tapa Wha / Hauora prototype 2019)
- **Curriculum Design:** Continued development of an effective and engaging 21st Century Ako based curriculum and learning environment (2019 Prototypes: Learner profile / Y9 Te Reo / Curriculum Collaboration / Kaitiaki curriculum)

connected to eight specific actions

TERM 1 - 4			
Action (A1 – A8)	Key Staff	Measurable Outcomes	Connections to key programmes:
			Priority Learners Cultural Identity eLearning Hauora Curriculum Design
A1: Implement our MHS learner profile which reflects our holistic approach for our learners	NG MP CD2020 Team All staff	Learner profile is put into action in a range of spaces for 2019. It will be evident in Learning Area, Kaitiaki and extra-curricular learning opportunities for all our learners Student Portfolios developed and used at Student Akoranga Conferences Positive staff / student / whaanau feedback	Curriculum Design Priority Learners Curriculum Design
	MP All staff	Learner profile matrix, evidence portfolios and reporting system developed Student reports includes the Learner Profile	Curriculum Design
A2: Continue to use Kia Eke Panuku (KEP) inquiry & data tools to inform transformational pedagogy & curriculum design and support the implementation of the Kaahui Ako Achievement Challenge 1 (Cultural Identity)	MN SLT All staff	All staff have completed their KEP Observations and have been supported to gather on-going evidence to meet our professional standards All staff to have completed two or more KEP Observations All staff to have built an inquiry question based on the school wide targets (at least 75% pass rate for All students, Boys and Maori and 14 credits per student per Senior Course) All staff have collected at least three pieces of evidence for the six Professional Standards using an electronic tool e.g. Appraisal OneNote PL on Inquiry, Our Codes, Our Standards is delivered Student voice tool(s) developed to inform Pedagogy	Cultural Identity Priority Learners e-Learning

A3: Continue to develop staff capability to use teaching as inquiry	MN SLT All staff	By the end of the year all staff to have completed at least one inquiry cycle using Te Ara Ako and presented it to colleagues	Priority Learners
A4: Continue to develop eLearning to enhance transformational pedagogy and curriculum design	NR SK All Staff	All staff are using Schoology (or equivalent) as an LMS for all their courses Some staff are using ePortfolio to record the learning journey during KT Teaching practice is moving up the SAMR model Teachers are using MS TEAMS as an effective collaborative tool Middle leaders are engaging with reflective practice around Change Leadership through a 21C lens All teachers by the end of Term 2, 2019 have completed the eREWA Digital Certificate Continue to support and grow teaching and learning in the Digital Technologies Curriculum and Hangarau Matahiko	e-Learning Cultural Identity Curriculum Design Priority Learners
A5: Continue to use 'Be the ManuREWA Way' (see Mission statement) to enhance transformational pedagogy and curriculum design and support the implementation of the Kaahui Ako Achievement Challenge 2 (Effective Transition)	SP LU Be the ManuREWA Way Team All staff	Staff to have used the Toku Ara Tipu tool (the kite tool) and / or Tapasā to collect data to inform inquiry	Cultural Identity Curriculum Design Priority Learners
	Student Council Be the ManuREWA Way Team	3 PB4L Bites per term delivered to staff (including Tapasā introduction)	Cultural Identity Curriculum Design
	Student Council Be the ManuREWA Way Team	Student Council established and student voice collected and actioned	Cultural Identity Priority Learners

	Be the ManuREWA Way Team HOLAs Whaanau Team	Restorative Practice (RP) bites delivered; external facilitator to deliver session for new staff / PRT 1 & 2 RP Matrix created and being used by staff and students Survey and discipline data support the effective use of 'Be the ManuREWA Way' and restorative practices 2020 'Be the ManuREWA Way' restorative practice, reward and disciplinary systems plan reviewed and updated	Cultural Identity Priority Learners
A6: Continue to build on existing and implement new Hauora initiatives to influence and strengthen transformational pedagogy and curriculum design	NG MP SU TAA Hauora Council	Hauora programme attendance data indicates successfully implementation Student engagement and staff surveys over the year show improved Hauora	Hauora
A7: Explore and establish new and innovative spaces and programmes to enhance transformational pedagogy and curriculum design and support the implementation of the Kaahui Ako Achievement Challenge 3 (STEAM)	NG MP CD2020 team	Staff / student / whaanau voice indicates successful implementation of our 2019 Prototypes: Learner profile Y9 Te Reo Curriculum collaboration Kaitiaki curriculum	Curriculum Design Cultural Identity
A8: Continue to support and develop teacher and learner literacy capabilities across all learning areas	NG DZ	On-going staff PL feedback exit cards e.g. Was the session useful? Why or why not? Target progress made towards asTTle (Y9 70% at L4 and Y10 30% at L5) and NCEA courses (75% of students achieve at least 14 credits) across all Learning Areas	Curriculum Design Priority Learners

Key Staff Reference:

JE	Pete Jones	Principal	CD2020		Curriculum Design Team
DAV	Sarah Davies	Principal's PA	HOLA		Head of Learning Area
LOC	Julie Lockie	Business Manager	SU	Claire Stapleton	Staff & Student Hauora Co-ordinator
LU	Manaia Laulu	Deputy Principal	TAA	Ashleigh Talakai	Staff & Student Hauora Co-ordinator
MN	Nichola McCall	Deputy Principal	SK	Ben Silk	eLearning Co-ordinator
MP	Donella McPherson	Deputy Principal	DZ	Francis Diaz	Literacy leader
NG	Barbara Ngawati-Salaivao	Deputy Principal			
NR	Lawrence Naicker	Deputy Principal			
SP	Katie Spraggon	Deputy Principal			

How we measure our commitment to Akoranga:

AREA Data	Learner Engagement Surveys	Destination Data
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Charter Targets 2019

Attendance through student management system (KAMAR)

	Item	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target
All	% of student attendance in class	86%	87%	87%	84.9%	90%	80.6	90%
Maori	% of student attendance in class	81.2%	83%	83%	80.2%	90%	74.6	90%
Pasifika	% of student attendance in class	84.6%	87%	86%	86%	86%	80.4	90%

Retention whole school (1 July Roll Return - 2018)

Year	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Actual
9	437	452	431	482	405
10	455 (98%)	435 (99%)	452 (100%)	419 (97%)	483 (100%)
11	375 (94%)	461 (101%)	433 (100%)	457 (101%)	433 (100%)
12	323 (85%)	316 (84%)	415 (90%)	369 (85%)	378 (85%)
13	306 (88%)	274 (85%)	268 (85%)	332 (80%)	308 (83%)
Total	1896 (71%)	1938 (69%)	1999 (66%)	2059 (70%)	2007 (70%)

Male Maori (1 July Roll Return - 2018)

Year	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Actual
9	61	61	58	72	76
10	65 (93%)	55 (90%)	56 (92%)	53 (91%)	73 (101%)
11	36 (103%)	63 (97%)	53 (96%)	61 (108%)	52 (98%)
12	31 (76%)	28 (78%)	53 (84%)	43 (81%)	38 (62%)
13	28 (97%)	27 (87%)	15 (54%)	35 (66%)	30 (69%)
Total	221 (44%)	234 (53%)	235 (33%)	264 (50%)	269 (49%)

Female Maori (1 July Roll Return - 2018)

Year	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Actual
9	71	61	63	63	53
10	58 (100%)	67 (94%)	58 (97%)	58 (92%)	65 (103%)
11	41 (93%)	55 (95%)	65 (97%)	57 (98%)	66 (113%)
12	46 (80%)	24 (59%)	48 (87%)	43 (66%)	42 (74%)
13	35 (92%)	23 (50%)	19 (79%)	39 (81%)	30 (70%)
Total	251 (52%)	230 (36%)	253 (38%)	260 (67%)	256 (42%)

Bold bracketed % = apparent student retention from Y9 – Y13

Stand Downs through student management system (KAMAR)

	Item	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target
All	Number of students per 100 students who were stood down	6	5	6	8	6	5	5
Maori	Number of Maori students per 100 students who were stood down	12	7	12	14	6	7	5
Pasifika	Number of Pasifika students per 100 students who were stood down	6	4	4	7	6	6	5

Engagement (own school data)

	2014 Agreed	2015 Agreed	2016 Agreed	2017 Agreed	2018 Agreed
At school learning is relevant and links to the real world	82%	72%	77%	68%	75%
At school learning is personalised to my needs	79%	72%	72%	67%	70%
At school I can explore new ideas	83%	75%	80%	75%	81%
Teachers make learning interesting	70%	69%	71%	58%	72%
Teachers and parents work together	72%	64%	49%	46%	42%
Teachers care about how I feel	69%	67%	62%	61%	70%
Teachers are interested in my culture or family background	66%	60%	53%	54%	64%
Students have a say in what happens at school	74%	78%	64%	63%	62%
At school people accept me for who I am	81%	77%	78%	71%	72%
I work at home to extend my learning	59%	58%	61%	54%	51%
Teachers challenge me to think more deeply	84%	81%	75%	73%	76%
Teachers encourage a positive attitude towards learning	86%	81%	82%	75%	75%
Teachers think that all students can do well	83%	75%	81%	71%	73%
I am proud of my school	80%	81%	82%	73%	77%
I am proud of who I am and where I come from	90%	89%	90%	82%	85%
The school shows pride in Maori culture	77%	80%	84%	78%	77%
Students treat each other with respect	57%	54%	61%	57%	61%
Teachers always take action if someone is being hit or bullied	74%	69%	72%	67%	69%
Teachers treat students fairly	69%	65%	65%	61%	65%
I feel safe at school	80%	80%	77%	72%	74%

2014 - Based on survey of Year 9 and Year 10 students (approx. 200 students)

2015 - Based on survey of all year levels (over 600 students)

2016 - Based on Year 9 and Year 12 students (approx. 300 students)

2017 - Based on Year 9, Year 10 and some senior students (over 800 students)

2018 - Based on 50 students from each year level (250 students)

Achievement through NCEA (NZQA data - roll based)

	Item	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target
All	Level 1 passes Y11	69.8%	69.4%	62.7%	63.2%	75%	48.4%	75%
	Level 2 passes Y12	75.6%	73.3%	69.2%	71.7%	75%	71.9%	75%
	Level 3 passes Y13	56.2%	63.0%	58.2%	65.3%	75%	59.7%	75%
	University Entrance	24.1%	25.0%	31.9%	31.8%	35%	24.6%	35%
Maori	Level 1 passes Y11	51.8%	58.5%	48.8%	46.1%	75%	40.4%	75%
	Level 2 passes Y12	65.4%	56.4%	55.2%	71.9%	75%	59.6%	75%
	Level 3 passes Y13	48.3%	57.1%	44.7%	51.3%	75%	60.6%	75%
	University Entrance	16.7%	7.1%	15.8%	23.8%	35%	18.2%	35%
Pasifika	Level 1 passes Y11	70.6%	66.4%	59.7%	65.2%	75%	43.5%	75%
	Level 2 passes Y12	74.9%	70.3%	66.5%	66.8%	75%	71.7%	75%
	Level 3 passes Y13	50.0%	60.4%	52.0%	62.2%	75%	53.2%	75%
	University Entrance	13.9%	18.3%	25.1%	24.4%	35%	19.7%	35%

Merit endorsements (NZQA data - roll based)

	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target
Year 11 Level 1							
All	15.0%	18.8%	25.9%	21.7%	25.0%	31.9%	35.0%
Maori	15.0%	22.5%	27.6%				
Pasifika	12.6%	17.5%	26.2%				
Year 12 Level 2							
All	12.2%	14.2%	14.6%	11.6%	25.0%	10.8%	25.0%
Maori	4.4%	13.0%	21.1%				
Pasifika	11.7%	12.0%	8.5%				
Year 13 Level 3							
All	6.5%	14.1%	17.0%	16.2%	25.0%	12.0%	15.0%
Maori	10.7%	3.3%	12.5%				
Pasifika	1.5%	7.0%	18.3%				

Excellence endorsements (NZQA data - roll based)

	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target
Year 11 Level 1							
All	6.6%	5.1%	6.2%	6.0%	10.0%	7.2%	15%
Maori	0%	1.4%	3.4%				
Pasifika	4.9%	1.9%	7.8%				
Year 12 Level 2							
All	2.4%	3.8%	6.8%	5.4%	10.0%	4.5%	10%
Maori	2.2%	0%	3.5%				
Pasifika	1.7%	0%	1.4%				
Year 13 Level 3							
All	3.6%	1.1%	8.8%	5.9%	10.0%	3.7%	5%
Maori	7.1%	0%	0%				
Pasifika	0%	1.2%	2.4%				

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	End of year or better	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target
All	Y9 – Level 4	59.3%	62.1%	63.4%	59.5%	70%	49.3%	70%
	Y10 – Level 5	23.9%	27.5%	24.4%	19.1%	30%	17.2%	30%
Maori	Y9 – Level 4	57.4%	72.3%	59.4%	61.0%	70%	22.6%	70%
	Y10 – Level 5	22.2%	24.5%	24.2%	16.5%	30%	22.31%	30%
Pasifika	Y9 – Level 4	56.1%	54.2%	58.9%	52.1%	70%	18.0%	70%
	Y10 – Level 5	17.8%	22.9%	17.6%	13.0%	30%	9.42%	30%

Note; at the start of term 1 2018:

Year 9 44% were 4p or above (expected level for time of year)

Year 10 13.5% were 5b or above (expected level for time of year)

2018 actual data was measured at the end of term 3.

Leavers Data

Achievement from Education Counts (2018 data not available until term 2, 2019)

	Item	2014	2015	2016 Actual	2017 Actual	2018 Actual
All	Level 1 or better	85.6%	85.8%	83.6%	82.0%	Data not yet available
	Level 2 or better	74.2%	73.0%	72.4%	72.1%	
	Level 3 or better	42.2%	44.0%	39.4%	46.5%	
Maori	Level 1 or better	80.9%	77.6%	73.6%	73.1%	Data not yet available
	Level 2 or better	68.1%	53.3%	53.8%	62.1%	
	Level 3 or better	30.9%	29.0%	19.5%	29.0%	
Pasifika	Level 1 or better	84.1%	87.2%	83.1%	82.7%	Data not yet available
	Level 2 or better	71.6%	75.8%	73.4%	70.8%	
	Level 3 or better	36.5%	41.9%	36.7%	44.6%	

Retention data from Education Counts

Percentage staying until at least 17 years of age (2018 data not available until term 2, 2019)

	2014	2015 Actual	2016 Actual	2017 Actual	2018 Actual
All	81.1%	77.8%	74.6%	76.4%	Data not yet available
Maori	72.3%	63.6%	60.9%	62.7%	Data not yet available
Pasifika	81.9%	80.2%	79.0%	77.3%	Data not yet available

Board Summary

The Board of Trustees has worked with the Senior Leadership Team to develop this Charter for the next 3-5 years at Manurewa High School.

The Board will continue to monitor the programmes at the school by:

- tracking the roll
- monitoring the buildings projects which are urgently needed
- development of the Charter with the Senior Leadership Team
- being kept informed on curriculum development through the learning area annual reports to the Board and ongoing learning area reviews held throughout the year
- tracking the allocation of finances and resources through monthly Board and finance subcommittee meetings

While working through this process, the Board is determined to ensure that:

- aakonga improve their ability to engage in akoranga, cultural identity and ability to take positive steps beyond school
- policies are updated
- finances and resources are being used to the best advantage for the students at the school
- a suitable level of financial reserves is maintained

The Board is committed to monitor the finances and resources, checking on a monthly basis how spending is tracking to ensure a positive outcome.

Year	Working capital (\$)	Operating Surplus (\$)	% Income spent on learning resources
2013	86,928	513,415	74.0
2014	1,239,792	765,922	66.0
2015	1,387,343	517,281	65.2
2016	2,125,853	828,581	64.4
2017	2,615,719	766,358	66.3
2018	Data not yet available	Data not yet available	Data not yet available

The Board, Senior Leadership Team and school community will continue to work collaboratively throughout the year to achieve our Charter focus outcomes, 2019 goal, annual plan and targets for 2019.