



MANUREWA HIGH SCHOOL

Charter 2020



Contents:

Introduction	Pages	1 - 2
Framework	Page	3 - 6
Annual Plan	Page	7 - 8
Actions & Measurable Outcomes	Pages	9 - 14
Charter Targets	Pages	15 -21
Board of Trustees Summary	Page	22



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



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

2020 Goal

Our goal for 2020 is to use our **Learner Profile** to inform 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



Te Ara o Tawhaki - The Pathway of Tawhaki

Te Ara o Tawhaki is an educational framework to guide and support ideologies, systems and processes applied within our Manurewa High School context

The title of this educational framework pays homage to our mana whenua - Tainui Waikato - and their ancestor, Tawhaki. According to ancient tradition, Tawhaki is the supernatural inhabitant who climbed the aka vine to ascend the heavens and receive the three baskets of knowledge. The three baskets, which Tawhaki returned to earth with, remain commonly known today as Nga Kete o te Waananga.

The first basket was called Te kete Aronui and contained the knowledge of our senses and knowledge to help mankind. The second basket was called Te Kete Tuauri and contained the knowledge of ritual, memory and prayer. The third basket was called Te Kete Tuatea and contained the knowledge of evil that could be harmful to mankind.

This puurakau (story) establishes a preface for metaphorical comparison between Tawhaki and the journey or pathway of learners at Manurewa High School. We believe that when our student's baskets of knowledge are full, they will be prepared to self-determine and pursue their own pathway for success beyond school.

Drawing on inspiration from Sir Mason Durie and Maxine Hemi, Te Ara o Tawhaki is visually depicted through the image of a whare (house). The whare visual is delineated into sections, similar to the structural components of a house.

Hauora (wellbeing) provides the foundational component of Te Ara o Tawhaki and specifically references Te Whare Tapa Wha model which focuses on the importance of family and relationships, body, mind and spirit.

Beyond the Hauora foundation, sits our school Kawa (standards and protocols) and Be The Manurewa Way; our school values of respect, excellence, whanaungatanga and akoranga.

Moving upwards, there are four aka vines (as opposed to pillars) which make visual connection to Tawhaki's ascent to heaven. These four vines represent Waananga and Ako, which embody concepts such as curriculum design and teaching and learning, Tangatawhenuatanga and the cultural knowledge of Manurewa, Tainui-Waikato and Aotearoa and the 21st century skills required to flourish in an ever-changing digital world.

Beyond the aka vines sits our Learner Profile and Nga Kete o Te Wanaanga. The three baskets of knowledge reflect the capabilities we believe learners should acquire to successfully transition beyond school and into further study, training and/employment.

The roof and apex of our whare draws together our ethos for all learners; to be happy, proud and confident, to have tino rangatiratanga (self-determination) and to exemplify our school vision to Piki Atu Ki Te Rangi (Aim High, Strive for Excellence).



2020 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 four key programmes

Cultural Identity

eLearning

Hauora

Local Curriculum Design

- **Cultural Identity:** Continued development of cultural identity and critical culturally sustaining pedagogy with a focus of accelerating the achievements of Maaori and Boys across all levels
- **eLearning:** Continue to develop eLearning to support transformational pedagogy and curriculum design with a focus of accelerating the achievements of Maaori and Boys across all levels
- **Hauora:** Continued improvement of student and staff Hauora with a focus of accelerating the achievements of Maaori and Boys across all levels
- **Local Curriculum Design:** Continued development of an effective and engaging 21st Century Ako based curriculum and learning environment with a focus of accelerating the achievements of Maaori and Boys across all levels

connected to seven specific actions

2020 actions

A7: Continue to support and develop teacher and learner literacy capabilities across all learning areas

A6: Continue to 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)

A5: Continue to build on existing and implement new Hauora initiatives to influence and strengthen transformational pedagogy and curriculum design

A4: 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)

A3: Continue to develop eLearning to enhance transformational pedagogy and curriculum design

A2: Continue to use Kia Eke Panuku (KEP) inquiry & data tools to inform transformational pedagogy & curriculum design and develop our culture to support our kawa

A1: Continue to implement Learner Profile and support the implementation of the Kaahui Ako Achievement Challenge 1 (Cultural Identity)

Term 1 – 4 / Actions A1 - A7 / Key Programmes: Cultural Identity eLearning Hauora Local Curriculum Design				
Actions (A1 – A2)	Key Staff	Action	Measurable Outcomes	Connections to key programmes
A1: Continue to implement Learner Profile and support the implementation of the Kaahui Ako Achievement Challenge 1 (Cultural Identity)	MN MP Kaitiaki CLs All staff	Learner profile is put into action in a range of spaces for 2020. It will be evident in Learning Areas, Kaitiaki and extra-curricular learning opportunities for all our learners	75% of feedback drawn from whaanau, staff and students is positive	Local Curriculum Design eLearning
	MP MN All staff	Learner Profile Portfolios are used at Akoranga Conferences Student Reports includes reflecting on the Learner Profile Development of the use of Schoology as an e-portfolio	100% of students attending Akoranga Conferences use their e-portfolio 90% of students complete a reflection and it is included in Term 3 and 4 reports 90% of students use Schoology to create their Learner Profile Portfolio	Local Curriculum Design
A2: Continue to use Kia Eke Panuku (KEP) inquiry & data tools to inform transformational pedagogy & curriculum design and develop our culture to support our kawa	OP SLT All staff	Form a cross-staff group to co-construct our future Appraisal System Gain feedback on the Te Ara o Tino Rangatiratanga to use for Rongohia te Hou observations	Term 4 present new system to staff SLT to conduct Rongohia te Hau in Term 2 and Term 3 using Te Ara o Tino Rangatiratanga All teachers set a goal to improve the achievement of students towards the target of at least 75% pass rate/curriculum level: -for all Aakonga -for all Maaori -for all Boys *Assay stats, KAMAR stats and Self Reviews could be used as evidence/measures All Staff to complete at least 1 KEP observation & have demonstrated practice to meet the Professional Standards	Cultural Identity eLearning

Actions (A3)	Key Staff	Action	Measurable Outcomes	Connections to key programmes
<p>A3: Continue to develop eLearning to enhance transformational pedagogy and curriculum design</p>	<p>NR LOC Digital Innovators All Staff</p>	<p>ALL staff are using Schoology as an LMS for all their courses</p> <p>All staff are equipped to support students to use ePortfolios to collect evidence for students Learner Profile</p> <p>ALL staff to use technology at least once at Modify and Redefinition phases of SAMR model</p> <p>All staff are creating lessons weekly that require the use of devices, thus encouraging students to bring devices to school (BYOD)</p> <p>All teachers are using MS TEAMS as a collaborative tool</p> <p>10 Middle leaders are engaging with reflective practice around Change Leadership through a 21C lens</p> <p>ALL WL/HOLA/SLT attend at least 3 Change Leadership workshops over the course of the year</p> <p>At least 3 of Maths/English/Science/Social Science/HPE have programs that support the delivery of the Digital Technologies Curriculum and Hangarau Matahiko</p> <p>Upgrade Wireless, Replace SAN, install monitoring software and continue transitioning services to the cloud to build on existing infrastructure to upgrade and future proof to support seamless access and experience for all learner (students and staff)</p>	<p>100% of staff using Schoology for their Senior Courses</p> <p>100% of staff using ePortfolios with their Kaitiaki</p> <p>75% of staff have delivered at least 1 lesson at the Modify and Redefinition phases of SAMR</p> <p>100% of staff are creating lessons that require the use of devices for at least 50% of their lessons</p> <p>100% of staff are using TEAMS for LA conversations/collaboration</p> <p>10 middle have completed between 8 to 10 sessions on Change leadership run by Core Ed</p> <p>100% of middle leaders attend at least 3 Change Leadership Workshops runs by Core Ed</p> <p>At least 3 LA integrate DTHM into a part of their program</p> <p>Upgrade ALL AP's across the school, complete due diligence on services to be transitioned to cloud, continue to update infrastructure.</p>	<p>eLearning Cultural Identity Local Curriculum Design</p>

Actions (A4)	Key Staff	Action	Measurable Outcomes	Connections to key programmes
A4: 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 Be the ManuREWA Way Team All staff	Gather student, staff, whaanau voice on how to utilise whaanau as a process to encourage pro-social behaviours	Student and staff PB4L team to gather voice from students, staff & whaanau by the end of term 1	Cultural Identity Local Curriculum Design Hauora
	Student Council Be the ManuREWA Way Team All staff	Using student, staff, whaanau voice – identify and implement at least one strategy that reinforces / utilises our current roopu / whaanau system	One strategy implemented during term 2 from the above research Strategy used through term 2 & 3 and reviewed through student, staff & whaanau voice during term 4	Cultural Identity Local Curriculum Design Hauora
	Student Council Be the ManuREWA Way Team	Student Council maintained and student voice collected and actioned	Student council activated by week 6 term 1 Students to work alongside staff to gather student, staff & whaanau voice by the end of term 1	Cultural Identity
	Be the ManuREWA Way Team HOLAs Whaanau Team	Schools rules reviewed, reframed under school values and distributed schoolwide by end of 2020	Student & staff PB4L group work to reframe the rules under the values by the end of week 5 term 2 Consultation with students and staff takes place week 6-10 Reviewed and consulted with whaanau term 3 weeks 1-5 Review and advice to SLT presented Term 3 week 10	Cultural Identity Local Curriculum Design Hauora
	NR DCC DP1's All Staff	Continue to promote and improve practice around Digital Citizenship	100% of Kaitiaki are engaging with DC Stymie introduced during week 4 term 1 MHS NetSafe Level 2 attained by the end of the 2020 school year	eLearning Hauora

Actions (A5 – A6)	Key Staff	Action	Measurable Outcomes	Connections to key programmes
<p>A5: Continue to build on existing and implement new Hauora initiatives to influence and strengthen transformational pedagogy and curriculum design</p>	<p>MP SU TAA Hauora Council</p>	<p>Staff and student feedback collected</p> <p>Staff and students support and engage in the various Hauora programmes offered (Whaanau Day, WOF, Friday Flowers, Mindfulness Programme, Staff social events, biggest loser, morning Hauora activities, guidance)</p> <p>Use of mindfulness programme for students following violent incidents</p>	<p>Student and staff surveys over the year show improved/maintained Hauora</p> <p>Snap shots of attendance at activities</p> <p>Random sample of students (20) AREA data and tracked over the year</p> <p>Reduced violence related stand downs/Suspensions compared to 2019</p>	<p>Hauora</p>
<p>A6: Continue to 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)</p>	<p>JE LOC OR</p> <p>MN CD2020 team HOLAs KCLs NK SO</p> <p>HI NR GS GBN PK</p>	<p>Development of new spaces: Business Hub / Library building plans finalised Manurewa Community Garden producing food for our community</p> <p>Staff / student / whaanau voice indicates sustained implementation of our 2019 prototypes: Curriculum collaboration (JC²) Kaitiaki curriculum Y9 Te Reo Te Ara Hou</p> <p>Prototype testing of: Y9 STEAM integrated class P-Tech course Mainfreight course 03Trades ARA course (including collaboration with other schools)</p>	<p>Building plans finalised end of Term 1 2020</p> <p>Garden producing food Term 3 2020</p> <p>Random sample of students (20) AREA data tracked over the year for each prototype</p> <p>Use of AREA data to measure success of each prototype</p>	<p>Local Curriculum Design Cultural Identity</p>

Key Staff Reference:

JE	Pete Jones	Principal
DAV	Sarah Davies	Principal's PA
LOC	Julie Lockie	Business Manager
HM	Michelle Hards	Deputy Principal
MN	Nichola McCall	Deputy Principal
MP	Donella McPherson	Deputy Principal
NR	Lawrence Naicker	Deputy Principal
OP	Pennie Otto	Deputy Principal
SP	Katie Spraggon	Deputy Principal
GS / GBN / OR	Ambure Gibores / Leanne Gibson / Emma O'Riordan	Business Hub
BR / CE / DZ / UA	Penny Bradford / Fenella Colyer / Francis Diaz / Aleesha Unka	Kaitiaki Curriculum Leaders
LB / PE / OV	Brendon Lambert / Temukisa Pasese / Peter Oliveti	Student Leadership
PK	Steve Perks	Trades Academy Director
EH / RM / WR	Kristofer Ekholm / Rekha Ram / Ben Wheeler	Digital Pedagogy Innovators
KCH / PPA	Krishna Chamallamudi / Prerak Patel	Network Administrators
BABOT		Business Academy Board of Trustees
BOT		Board of Trustees
EOTC (WM)	Thane Williams	Education outside the classroom
HOLA		Head of Learning Area
Kaitiaki		Whaanau Tutors
PN (HM)	Michelle Hards	Principal's Nominee (NZQA)
SCT (CE)	Fenella Colyer	Specialist Classroom Teacher
SENCO (MW)	Kim Millwood	Special Educational Needs Co-ordinator

How we measure our commitment to Akoranga:

AREA Data	Learner Engagement Surveys	Destination Data
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Charter Targets 2020

Attendance through student management system (KAMAR)

	Item	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target
All	% of student attendance in class	87%	87%	84.9%	80.6	73.8	90%
Maori	% of student attendance in class	83%	83%	80.2%	74.6	70.4%	90%
Pasifika	% of student attendance in class	87%	86%	86%	80.4	73.2%	90%

Retention whole school (1 July Roll Return - 2019)

Year	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual
9	452	431	482	405	459
10	435 (99%)	452 (100%) (414 – 92%)	419 (97%)	483 (100%)	425 (105%)
11	461 (101%)	433 (100%)	457 (101%) (373 – 83%)	433 (100%)	482(100%)
12	316 (84%)	415 (90%)	369 (85%)	378 (85%) (305 – 67%)	386(89%)
13	274 (85%)	268 (85%)	332 (80%)	308 (83%)	316(84%) (244 – 54%)
Total	1938 (69%)	1999 (66%)	2059 (70%)	2007 (70%)	2068

Bold = the apparent retention from Year 9 to Year 13 / **Green** = the actual % of students who started in Y9 and completed 5 years at Manurewa High School

Male Maori (1 July Roll Return - 2019)

Year	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual
9	61	58	72	76	71
10	55 (90%)	56 (92%)	53 (91%)	73 (101%)	71 (93%)
11	63 (97%)	53 (96%)	61 (108%)	52 (98%)	68 (93%)
12	28 (78%)	53 (84%)	43 (81%)	38 (62%)	42 (81%)
13	27 (87%)	15 (54%)	35 (66%)	30 (69%)	28 (74%)
Total	234 (53%)	235 (33%)	264 (50%)	269 (49%)	280 (46%)

Female Maori (1 July Roll Return - 2019)

Year	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual
9	61	63	63	53	85
10	67 (94%)	58 (97%)	58 (92%)	65 (103%)	56 (106%)
11	55 (95%)	65 (97%)	57 (98%)	66 (113%)	61 (94%)
12	24 (59%)	48 (87%)	43 (66%)	42 (74%)	53 (80%)
13	23 (50%)	19 (79%)	39 (81%)	30 (70%)	30 (71%)
Total	230 (36%)	253 (38%)	260 (67%)	256 (42%)	285 (49%)

Bold bracketed % = apparent student retention from Y9 – Y13

Stand Downs through student management system (KAMAR)

	Item	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target
All	Number of students per 100 students who were stood down	5	6	8	5	11	5
Maori	Number of Maori students per 100 students who were stood down	7	12	14	7	10	5
Pasifika	Number of Pasifika students per 100 students who were stood down	4	4	7	6	14	5

Engagement (own school data)

	2015 Agreed	2016 Agreed	2017 Agreed	2018 Agreed	2019 Agreed
At school learning is relevant and links to the real world	72%	77%	68%	75%	75%
At school learning is personalised to my needs	72%	72%	67%	70%	70%
At school I can explore new ideas	75%	80%	75%	81%	75%
Teachers make learning interesting	69%	71%	58%	72%	70%
Teachers and parents work together	64%	49%	46%	42%	70%
Teachers care about how I feel	67%	62%	61%	70%	75%
Teachers are interested in my culture or family background	60%	53%	54%	64%	67%
Students have a say in what happens at school	78%	64%	63%	62%	72%
At school people accept me for who I am	77%	78%	71%	72%	75%
I work at home to extend my learning	58%	61%	54%	51%	55%
Teachers challenge me to think more deeply	81%	75%	73%	76%	72%
Teachers encourage a positive attitude towards learning	81%	82%	75%	75%	82%
Teachers think that all students can do well	75%	81%	71%	73%	75%
I am proud of my school	81%	82%	73%	77%	82%
I am proud of who I am and where I come from	89%	90%	82%	85%	89%
The school shows pride in Maori culture	80%	84%	78%	77%	80%
Students treat each other with respect	54%	61%	57%	61%	64%
Teachers always take action if someone is being hit or bullied	69%	72%	67%	69%	74%
Teachers treat students fairly	65%	65%	61%	65%	65%
I feel safe at school	80%	77%	72%	74%	78%

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)

2019 - Based on 50 students from each year level (250 students)

Achievement through NCEA (NZQA data - roll based)

	Item	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target
All	Level 1 passes Y11	69.4%	62.7%	63.2%	48.4%	54.1%	75%
	Level 2 passes Y12	73.3%	69.2%	71.7%	71.9%	65.0%	75%
	Level 3 passes Y13	63.0%	58.2%	65.3%	59.7%	64.8%	75%
	University Entrance	25.0%	31.9%	31.8%	24.6%	24.9%	35%
Maori	Level 1 passes Y11	58.5%	48.8%	46.1%	40.4%	46.8%	75%
	Level 2 passes Y12	56.4%	55.2%	71.9%	59.6%	56.3%	75%
	Level 3 passes Y13	57.1%	44.7%	51.3%	60.6%	54.1%	75%
	University Entrance	7.1%	15.8%	23.8%	18.2%	6.6%	35%
Pasifika	Level 1 passes Y11	66.4%	59.7%	65.2%	43.5%	51.4%	75%
	Level 2 passes Y12	70.3%	66.5%	66.8%	71.7%	62.5%	75%
	Level 3 passes Y13	60.4%	52.0%	62.2%	53.2%	64.4%	75%
	University Entrance	18.3%	25.1%	24.4%	19.7%	17.3%	35%

Merit endorsements (NZQA data - roll based)

	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target
Year 11 Level 1						
All	18.8%	25.9%	21.7%	31.9%	23.3%	35.0%
Maori	22.5%	27.6%				
Pasifika	17.5%	26.2%				
Year 12 Level 2						
All	14.2%	14.6%	11.6%	10.8%	6.4%	25.0%
Maori	13.0%	21.1%				
Pasifika	12.0%	8.5%				
Year 13 Level 3						
All	14.1%	17.0%	16.2%	12.0%	10.6%	15.0%
Maori	3.3%	12.5%				
Pasifika	7.0%	18.3%				

Excellence endorsements (NZQA data - roll based)

	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target
Year 11 Level 1						
All	5.1%	6.2%	6.0%	7.2%	2.5%	15%
Maori	1.4%	3.4%				
Pasifika	1.9%	7.8%				
Year 12 Level 2						
All	3.8%	6.8%	5.4%	4.5%	3.0%	10%
Maori	0%	3.5%				
Pasifika	0%	1.4%				
Year 13 Level 3						
All	1.1%	8.8%	5.9%	3.7%	6.3%	5%
Maori	0%	0%				
Pasifika	1.2%	2.4%				

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	End of year or better	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target
All	Y9 – Level 4	62.1%	63.4%	59.5%	62.0%	58.0%	70%
	Y10 – Level 5	27.5%	24.4%	19.1%	27.0%	20.0%	30%
Maori	Y9 – Level 4	72.3%	59.4%	61.0%	57.0%	57.0%	70%
	Y10 – Level 5	24.5%	24.2%	16.5%	31.0%	18.0%	30%
Pasifika	Y9 – Level 4	54.2%	58.9%	52.1%	58.0%	54.0%	70%
	Y10 – Level 5	22.9%	17.6%	13.0%	18.0%	15.0%	30%

Note; at the start of term 1 2019:

Year 9 43% were L4 or above (expected level for time of year)

Year 10 5% were L5 or above (expected level for time of year)

2019 actual data was measured at the end of term 3.

Leavers Data

Achievement from Education Counts (2019 data not available until term 2, 2020)

	Item	2015	2016 Actual	2017 Actual	2018 Actual	2019 Actual
All	Level 1 or better	85.8%	83.6%	82.0%	85.1%	Data not yet available
	Level 2 or better	73.0%	72.4%	72.1%	71.7%	
	Level 3 or better	44.0%	39.4%	46.5%	45.7%	
Maori	Level 1 or better	77.6%	73.6%	73.1%	81.9%	Data not yet available
	Level 2 or better	53.3%	53.8%	62.1%	62.1%	
	Level 3 or better	29.0%	19.5%	29.0%	35.3%	
Pasifika	Level 1 or better	87.2%	83.1%	82.7%	83.2%	Data not yet available
	Level 2 or better	75.8%	73.4%	70.8%	70.0%	
	Level 3 or better	41.9%	36.7%	44.6%	42.9%	

Retention data from Education Counts

Percentage staying until at least 17 years of age (2019 data not available until term 2, 2020)

	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual
All	77.8%	74.6%	76.4%	81.1%	Data not yet available
Maori	63.6%	60.9%	62.7%	74.1%	Data not yet available
Pasifika	80.2%	79.0%	77.3%	80.4%	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
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	2,367,200	312,419	66.4
2019	Data not yet available	Data not yet available	Data not yet available
2020	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, 2020 goal, annual plan and targets for 2020.