

MANUREWA HIGH SCHOOL

# Charter 2021



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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, Whaanaungatanga and Akoranga. Aakonga who will leave us happy, confident and proud, embodying our learner profile.

## 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.

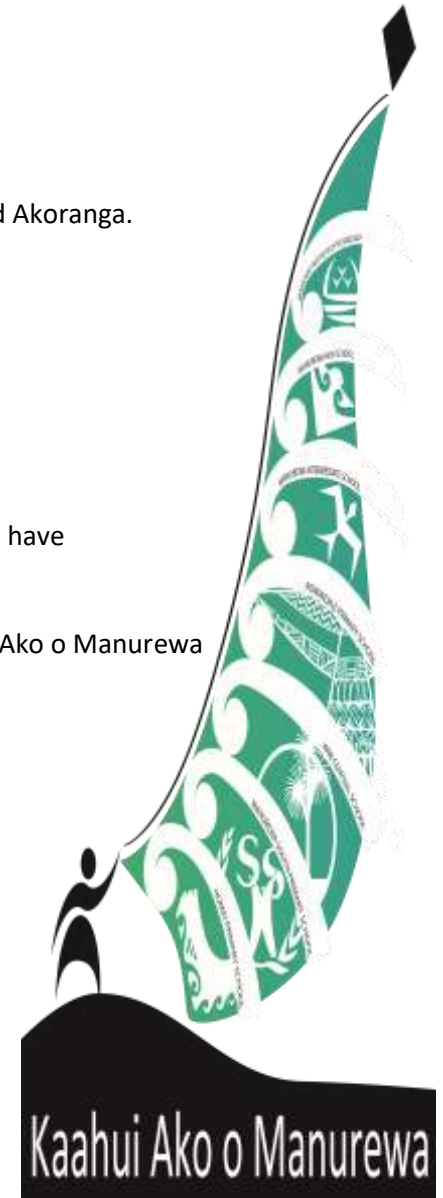
## Kaahui Ako o Manurewa:

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

Aakonga engaged in Akoranga

Aakonga engaged in their Cultural Identities

Aakonga taking positive steps into through and beyond school

*Ehara taku toa i te toa takitahi, engari he toa takitini*

*My success is not that of an individual but that of the collective*



## 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



## 2021 Goal

**Te Ara o Tawhaki** is the framework to guide our process

Embedding Te Ara o Tawhaki across the school to ensure all staff and students live our learner profile and Piki atu ki te rangi

# 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, whaanaungatanga 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).



## 2021 Annual Plan: two focus areas

**Pedagogy:** align and consolidate strategies and approaches, that support akoranga throughout the Manurewa Vā, to embody our Learner profile

**Curriculum Design:** align and consolidate programmes of akoranga that occur across the Manurewa Vā with our Learner Profile

## across the Manurewa Vā we are strengthening

Local Curriculum Design

Cultural Identity

Hauora

- 1. Local Curriculum Design:** For all our aakonga to personify the Learner Profile by engaging in a cohesive local curriculum to “Piki atu ki te rangi”
- 2. Cultural Identity:** For all our aakonga to be strong in who they are, where they come from and where they are going to “Piki atu ki te rangi”
- 3. Hauora:** For all our aakonga to be strong in the four dimensions of Te Whare Tapa Wha so they can “Piki atu ki te rangi”

The tools to support the Manurewa Vā are Critically Conscious Culturally Sustaining Pedagogy, E-learning and Literacy

## connected to 3 specific intentions



**Term 1 – 4 / Intentions 1 – 3 / Actions / Key Programmes: Local Curriculum Design / Cultural Identity / Hauora**

Intentions	Actions	Key Staff	Measurable Outcomes
<p>1. Map our curriculum to the learner profile to inform transformational pedagogy and curriculum design</p> <p><i>Waananga / Ako e-Learning / Literacy Local curriculum design</i></p>	<p>Develop a local curriculum design team:</p>	<p>MN NG</p>	<p>A local curriculum design has been created</p> <p>Every learning area has mapped their programmes to the Learner Profile</p>
	<p>Use Te Ara o Tawhaki to explicitly strengthen teaching practice and staff capacity:</p> <ul style="list-style-type: none"> <li>• Work with HOLAs on a leadership inquiry to increase the confidence and capabilities of teaching staff to teach to excellence</li> </ul>	<p>MN NG HOLAs</p>	<p>A 5%+ increase in the number of students achieving Merit and Excellence endorsements at NCEA Level 1 2 &amp; 3</p>
	<p>Develop and grow Waananga:</p> <ul style="list-style-type: none"> <li>• How many external agencies are contributing to Waananga programme?</li> <li>• How many Waananga programmes are we running?</li> <li>• What is the average attendance on a Wed?</li> <li>• How many teachers are involved in the Waananga programme?</li> <li>• How many of the Waananga programmes fall outside the scope of traditional subjects?</li> <li>• How many Waananga programmes can be classified as cross curricular or supporting an integrated curriculum approach?</li> <li>• How many credits are offered in the Waananga programme?</li> </ul>	<p>NR MP</p>	<p>Improved outcomes compared to 2020 in all detailed areas</p>

	<p>Develop the writing and languages programme at Year 10 and Year 11:</p> <ul style="list-style-type: none"> <li>• Programme for Year 10 Literacy developed and rolled out with all year 10 core subject teachers</li> <li>• PL programme to support teachers across the year</li> <li>• Trial some work linked to new literacy requirements in Year 10 Literacy programme</li> <li>• Create developmental academic writing programme for 1 Akoranga per week for all year 11 students focusing on essay and report writing</li> <li>• PL programme to build teacher capacity runs alongside the development of this programme</li> <li>• Collaboration of Language integration using varied indigenous texts and local, national and global resources</li> </ul>	<p>HM MN OP LPis</p>	<p>e-asTTle reading data Year 10 Level 5 and above - Goal 30% @ Level 5</p> <p>A 5%+ increase in the number of students achieving Merit and Excellence endorsements at NCEA Level 1</p>
	<p>Create connected systems to better analyse and use data for Junior and Senior students:</p> <ul style="list-style-type: none"> <li>• HM- Work with HOLAS and LA staff to set up mark books and develop internal LA systems to monitor and grow equity of outcomes and consistency between teachers in the same programme</li> <li>• HM- Work with Whaanau teams to create and use relevant data to regularly monitor student progress</li> <li>• HM- work with Transition team to develop data systems that track and inform</li> <li>• HM- Work with KAMAR team to investigate whether they can build improved mark book data to be available for LAs</li> </ul>	<p>HM MP HOLAs Whaanau Team</p>	<p>Improved data analysis and use leads to more effective tracking, interventions and support for students, which is seen through increased NCEA achievement levels</p>

	<ul style="list-style-type: none"> <li>MP – Work with KAMAR to be able to export Curriculum Levels easily</li> </ul>		
	Continue to develop our environment to support the delivery of the learner profile:	JE LOC	New projects identified T1 Trades workshop completed by T2 Fale and additional carvings completed by T3 New Library and Business Academy building completed by T4 Demolition and removal of old library and identified classrooms by T4
	Test our Learner Profile is 'fit for purpose' through the continued development of our community and business partners and programmes:	JE Business & Trades Academies MN NG	Key Question: Is our Learner profile 'fit for purpose' in relation to the 'future of work'? 4 Future of Work workshops completed during 2021 Workshop feedback gathered and reported Nexus project development opportunity continued
	Continue to support digital equity initiatives and embedding effective use of technology to promote transformational ePedagogy: <ul style="list-style-type: none"> <li>What % of students have a device?</li> <li>What % of students bring a device to school?</li> <li>What progress is there with whaanau outreach digital initiatives?</li> <li>How many LAs are moving to make more effective use of technology to improve their practice (rank LAs on the SAMR tool)?</li> </ul>	NR LOC DPI's HOLAs	Improved outcomes compared to 2020 in all detailed areas
2. For staff and students to be strong in who they are, where they came from, where they are going and understand their connection to this whenua  <i>Tangata Whenuatanga / Te Ao Matehiko</i> <i>Cultural Identities and Pathways</i>	Continue to develop Aromihi – Te ara o tino rangatiratanga: <ul style="list-style-type: none"> <li>Phase 2 of Aromihi Implementation – HOLA input, attestations, PRTs, observations, talanoa, PL for Komiti to attend appraisal workshops</li> <li>Run weekly pop up Aromihi talanoa</li> </ul>	OP Komiti Aromihi	Staff feedback indicates they understand and see the value of the new system  All staff have completed their Aromihi evidence and reflections folder  Observation data indicates staff continue to develop their culturally sustaining pedagogy
	Continue to develop staff capacity – Tapasā / Te Hurihanganui:	OP MN NG	Observation data indicates staff continue to develop their culturally sustaining pedagogy

	<ul style="list-style-type: none"> <li>• Tapasā workshops / ongoing talanoa continues</li> <li>• MANA Pasifika Komiti staff</li> <li>• MANA Maaori Komiti staff</li> <li>• PL for all staff re Pasifika and Maaori CIP</li> <li>• MOU with Te Hurihanganui Project</li> <li>• MANA Moana (Pasifika whaanau Komiti) Whaanau engagement</li> </ul>		
	<p>Integrate the language weeks into schoolwide practice:</p> <ul style="list-style-type: none"> <li>• Collaboration of language integration using varied indigenous texts and local, national and global resources</li> <li>• Community connections &amp; hospitality</li> <li>• PL – indigenous guests / staff / students / community</li> <li>• Whaanau activities /curriculum areas to incorporate cultural traditions and practices</li> </ul>	OP NG SM HOLA	<p>Flag ceremonies held for every language week utilizing community connections</p> <p>All learning areas support every language week</p> <p>Integrated curriculum language used schoolwide</p>
	<p>Every student has an identified ara / pathway:</p> <ul style="list-style-type: none"> <li>• Data is tracked on a fortnightly basis from Term 2 onwards based on Pathways Team interviews and information gathered through Kaitiaki</li> </ul>	SP Pathways Team	Every Year 13 students has a pathway identified and the necessary support in place by the end of Term 3
<p>3. Reimagine our pastoral care system to support staff, students and whaanau</p> <p><i>Hauora / Kawa / Be the ManuREWA Way</i></p>	<p>Build our restorative practice and systems:</p> <ul style="list-style-type: none"> <li>• Professional Learning taking place 4<sup>th</sup> Feb for all staff based on information gathered in Term 4 2020</li> <li>• 2 Professional Learning sessions to take place each term for all staff in 2021</li> <li>• An additional PL session to take place each term for Middle Leaders</li> </ul>	SP OP Whaanau Team	<p>Staff feedback indicates increased confidence and effective use of restorative practices and our school systems</p> <p>KAMAR data shows a reduction in the number of negative classroom pastoral entries</p>

	<p>Align the way we celebrate success with the learner profile:</p> <ul style="list-style-type: none"> <li>• Create a working group to reimagine the academic prizegiving space</li> <li>• Students use their e-portfolio to evidence their achievements and experiences against the Learner Profile</li> </ul>	<p>MP NR MN NG</p> <p>MP</p> <p>Kaitiaki</p>	<p>Incorporate learner profile successes into 'traditional' prize giving's</p> <p>Implement recommended changes for 2021 prizegiving's</p> <p>100% of students attending Akoranga Conferences use their e-portfolio to evidence the Learner Profile</p>
	<p>Continue to grow the Transition Programmes:</p> <ul style="list-style-type: none"> <li>• Full school Powhiri and Haka Waiata competition to take place at the start of Term 1</li> <li>• Te Aka Tokai to take place from Week 6 Term 1 until the end of the school year for all students who enrol late</li> <li>• Te Whai Aka programme further developed to better support the transition out of students during the year to ensure that they have a positive pathway</li> </ul>	<p>SP WSCoL Transition Team</p>	<p>Student engagement data indicates increased connection and engagement with our school and their akoranga (learning)</p>
	<p>Continue to grow Hauora initiatives incl. breakfast club and free school lunch programme:</p> <ul style="list-style-type: none"> <li>• Hauora team (students, staff) set up to lead schoolwide Hauora programme</li> </ul>	<p>NG SP DAV LOC</p>	<p>Hauora programme runs throughout the year</p> <p>Student, staff and whaanau voice indicates understanding of the value of Hauora and the programme</p> <p>Improved Hauora programme attendance</p>

## The Statement of National Education and Learning Priorities (NELP):

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the [Education and Training Act 2020](#) (the Act) that directs government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and ākongā.

The Statement of NELP came into effect in November 2020, and as such forms part of our 2021 Charter, although we are not expected to be fully reporting on the framework until January 2023.

The NELP five key objectives are:

1. Learners at the centre
2. Barrier-free access
3. Quality teaching and leadership
4. Future of learning and work
5. World class inclusive public education

The NELP objectives will help us ensure we are always learner-centred and will contribute to more of our learners being successful. They can already be seen in our 2021 Charter intentions and actions detailed above. They are also reflected in our three Kaahui Ako Achievement Challenges as detailed below:

**Intention 1:** Map our curriculum to the learner profile to inform transformational pedagogy and curriculum design

*Kaahui Ako Achievement Challenge 3: to improve achievement by developing and strengthening an integrated approach to learning through the application of STEAM*

**Intention 2:** For staff and students to be strong in who they are, where they came from, where they are going and understand their connection to this whenua

*Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity*

**Intention 3:** Reimagine our pastoral care system to support staff, students and whānau

*Kaahui Ako Achievement Challenge 2: to increase student and whānau engagement through effective transition*

## 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
NG	Barbara Ngawati-Salaivao	Deputy Principal
NR	Lawrence Naicker	Deputy Principal
OP	Pennie Otto	Deputy Principal
SP	Katie Spraggon	Deputy Principal
GS / GBN / OR	Ambure Giborees / Leanne Gibson / Emma O'Riordan	Business Hub
CE / DZ / MK / UA	Fenella Colyer / Francis Diaz / Koke Manase / 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
DU / DZ / JH	Alexandra Dumitrescu / Frances Diaz / Joel Joshi-Smith	Literacy Pedagogy Innovators
KCH / PPA	Krishna Chamallamudi / Prerak Patel	Network Administrators
BABOT	Leanne Gibson / Ryan King	Business Academy Board of Trustees
BOT	Stephen Smith / Aviu Aviu / Talia Brown / Donna Cowley / Lexy Derby-Ngawaka / Louise Dreadon / Leanne Gibson / Joanna Long / Mitlesh Prasad / Richard Thornton	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 2021

### *Attendance through student management system (KAMAR)*

	Item	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Target
All	% of student attendance in class	87%	84.9%	80.6%	73.8%	80.3%	90%
Maori	% of student attendance in class	83%	80.2%	74.6%	70.4%	75.5%	90%
Pasifika	% of student attendance in class	86%	86%	80.4%	73.2%	79.8%	90%

### *Retention whole school (1 July Roll Return - 2020)*

Year	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Target
9	431	482	405	459	420	
10	452 (100%) (414 – 92%)	419 (97%) (397 – 92%)	483 (100%)	425 (105%)	468(105%)	
11	433 (100%)	457 (101%) (373 – 83%)	433 (100%) (350 – 81%)	482(100%)	406(96%)	
12	415 (90%)	369 (85%)	378 (85%) (305 – 67%)	386(89%) (287 – 67%)	438(91%)	
13	268 (85%)	332 (80%)	308 (83%)	316(84%) (244 – 54%)	310(80%) (246 – 57%)	Continue to close the gap between the apparent and actual retention
<b>Total</b>	<b>1999 (66%)</b>	<b>2059 (70%)</b>	<b>2007 (70%)</b>	<b>2068 (70%)</b>	<b>2042 (72%)</b>	

**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 - 2020)**

Year	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual
9	58	72	76	71	87	
10	56 (92%)	53 (91%)	73 (101%)	71 (93%)	75 (106%)	
11	53 (96%)	61 (108%)	52 (98%)	68 (93%)	71 (100%)	
12	53 (84%)	43 (81%)	38 (62%)	42 (81%)	60 (88%)	
13	15 (54%)	35 (66%)	30 (69%)	28 (74%)	32 (76%)	
<b>Total</b>	<b>235 (33%)</b>	<b>264 (50%)</b>	<b>269 (49%)</b>	<b>280 (46%)</b>	<b>325 (52%)</b>	

**Female Maori (1 July Roll Return - 2020)**

Year	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual
9	63	63	53	85	76	
10	58 (97%)	58 (92%)	65 (103%)	56 (106%)	89 (105%)	
11	65 (97%)	57 (98%)	66 (113%)	61 (94%)	50 (89%)	
12	48 (87%)	43 (66%)	42 (74%)	53 (80%)	54 (89%)	
13	19 (79%)	39 (81%)	30 (70%)	30 (71%)	34 (64%)	
<b>Total</b>	<b>253 (38%)</b>	<b>260 (67%)</b>	<b>256 (42%)</b>	<b>285 (49%)</b>	<b>303 (49%)</b>	

**Bold bracketed % = apparent student retention from Y9 – Y13**

**Stand Downs through student management system (KAMAR)**

	Item	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Target
All	Number of students per 100 students who were stood down	6	8	5	11	4	5
Maori	Number of Maori students per 100 students who were stood down	12	14	7	10	1	5
Pasifika	Number of Pasifika students per 100 students who were stood down	4	7	6	14	2	5

## ***Engagement (own school data)***

	2016 Agreed	2017 Agreed	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed
At school learning is relevant and links to the real world	77%	68%	75%	75%	71%	
At school learning is personalised to my needs	72%	67%	70%	70%	78%	
At school I can explore new ideas	80%	75%	81%	75%	70%	
Teachers make learning interesting	71%	58%	72%	70%	70%	
Teachers and parents work together	49%	46%	42%	70%	80%	
Teachers care about how I feel	62%	61%	70%	75%	81%	
Teachers are interested in my culture or family background	53%	54%	64%	67%	75%	
Students have a say in what happens at school	64%	63%	62%	72%	70%	
At school people accept me for who I am	78%	71%	72%	75%	75%	
I work at home to extend my learning	61%	54%	51%	55%	70%	
Teachers challenge me to think more deeply	75%	73%	76%	72%	70%	
Teachers encourage a positive attitude towards learning	82%	75%	75%	82%	80%	
Teachers think that all students can do well	81%	71%	73%	75%	79%	
I am proud of my school	82%	73%	77%	82%	84%	
I am proud of who I am and where I come from	90%	82%	85%	89%	87%	
The school shows pride in Maori culture	84%	78%	77%	80%	80%	
Students treat each other with respect	61%	57%	61%	64%	69%	
Teachers always take action if someone is being hit or bullied	72%	67%	69%	74%	71%	
Teachers treat students fairly	65%	61%	65%	65%	70%	
I feel safe at school	77%	72%	74%	78%	81%	

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)

2020 - Based on 50 students from each year level (250 students)

### ***Achievement through NCEA (NZQA data - roll based)***

	<b>Item</b>	<b>2016 Actual</b>	<b>2017 Actual</b>	<b>2018 Actual</b>	<b>2019 Actual</b>	<b>2020 Actual</b>	<b>2021 Target</b>
All	Level 1 passes Y11	62.7%	63.2%	48.4%	54.6%	63.7%	75%
	Level 2 passes Y12	69.2%	71.7%	71.9%	65.1%	74.9%	75%
	Level 3 passes Y13	58.2%	65.3%	59.7%	65.4%	70.0%	75%
	University Entrance	31.9%	31.8%	24.6%	25.5%	27.8%	35%
Maori	Level 1 passes Y11	48.8%	46.1%	40.4%	47.5%	53.4%	75%
	Level 2 passes Y12	55.2%	71.9%	59.6%	57.3%	71.9%	75%
	Level 3 passes Y13	44.7%	51.3%	60.6%	54.1%	60.0%	75%
	University Entrance	15.8%	23.8%	18.2%	6.6%	18.6%	35%
Pasifika	Level 1 passes Y11	59.7%	65.2%	43.5%	52.0%	61.3%	75%
	Level 2 passes Y12	66.5%	66.8%	71.7%	62.7%	71.7%	75%
	Level 3 passes Y13	52.0%	62.2%	53.2%	64.4%	69.2%	75%
	University Entrance	25.1%	24.4%	19.7%	17.8%	18.9%	35%

### ***Merit endorsements (NZQA data - roll based)***

	<b>2016 Actual</b>	<b>2017 Actual</b>	<b>2018 Actual</b>	<b>2019 Actual</b>	<b>2020 Actual</b>	<b>2021 Target</b>
Year 11 Level 1 All	25.9%	21.7%	31.9%	23.3%	22.3%	30.0%
Year 12 Level 2 All	14.6%	11.6%	10.8%	6.4%	8.9%	15.0%
Year 13 Level 3 All	17.0%	16.2%	12.0%	10.6%	9.4%	15.0%

**Excellence endorsements (NZQA data - roll based)**

	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Target
Year 11 Level 1	6.2%	6.0%	7.2%	2.5%	4.8%	15%
Year 12 Level 2	6.8%	5.4%	4.5%	3.0%	3.6%	10%
Year 13 Level 3	8.8%	5.9%	3.7%	6.3%	3.1%	5%

**asTTle**

	End of year or better	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Target
All	Y9 – Level 4	63.4%	59.5%	62.0%	58.0%	53.2%	70%
	Y10 – Level 5	24.4%	19.1%	27.0%	20.0%	17.3%	30%
Maori	Y9 – Level 4	59.4%	61.0%	57.0%	57.0%	43.9%	70%
	Y10 – Level 5	24.2%	16.5%	31.0%	18.0%	18.4%	30%
Pasifika	Y9 – Level 4	58.9%	52.1%	58.0%	54.0%	53.3%	70%
	Y10 – Level 5	17.6%	13.0%	18.0%	15.0%	14.8%	30%

**Note; at the start of term 1 2020:**

**Year 9 47.4% were L4 or above (expected level for time of year)**

**Year 11 5% were L5 or above (expected level for time of year)**

**2020 actual data was measured at the end of term 3.**

**Leavers Data**

**Achievement** from Education Counts (2020 data not available until term 2, 2021)

	Item	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual
All	Level 1 or better	83.6%	82.0%	85.1%	80.2%	Data not yet available
	Level 2 or better	72.4%	72.1%	71.7%	69.4%	
	Level 3 or better	39.4%	46.5%	45.7%	45.9%	
Maori	Level 1 or better	73.6%	73.1%	81.9%	69.0%	Data not yet available
	Level 2 or better	53.8%	62.1%	62.1%	51.2%	
	Level 3 or better	19.5%	29.0%	35.3%	29.5%	
Pasifika	Level 1 or better	83.1%	82.7%	83.2%	79.7%	Data not yet available
	Level 2 or better	73.4%	70.8%	70.0%	69.5%	
	Level 3 or better	36.7%	44.6%	42.9%	44.7%	

**Retention** data from Education Counts

Percentage staying until at least 17 years of age (2020 data not available until term 2, 2021)

	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual
All	74.6%	76.4%	81.1%	75.5%	Data not yet available
Maori	60.9%	62.7%	74.1%	61.2%	Data not yet available
Pasifika	79.0%	77.3%	80.4%	76.6%	Data not yet available

# MANUREWA HIGH SCHOOL BOARD OF TRUSTEES STRATEGIC REVIEW & SUMMARY

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## Reflections:

As part of the 2019 and 2020 Analysis of Variance and in preparation of the Charter 2021, the Manurewa High School Board of Trustees have completed a Strategic Review of progress since the last Education Review (ERO) visit in June 2018. In particular, the Board has focused on the observations made by ERO and the recommended “Next Steps”

### ERO Observations: (28/06/2018)

- Achieving equitable and excellent outcomes for all students
- Consistently high levels of achievement in NCEA numeracy and literacy for all groups of students
- Overall achievement increases in NCEA have plateaued
- The school is in the process of redesigning its curriculum to be more flexible and adaptable with assessment opportunities that will better respond to students’ individual interests, needs and strengths
- Culturally responsive teaching practices are increasingly consistent across the school
- As a group there is disparity in achievement for Maori, particularly at NCEA Level 1
- In 2017, Maori students achieved NCEA Level 2 at higher levels than other groups in the school
- An absence of well-developed tracking and monitoring at Years 9 and 10
- Kia eke Panuku (MOE Prof. Dev.) is well established and supports the development of a culturally responsive curriculum and teaching strategies across all levels of the school
- The school acknowledges the urgency to identify and provide appropriate support for students with additional learning needs
- The future direction of the school is driven by the charter goals of, improving engagement in learning, improving cultural identity, and learners taking positive steps beyond school
- An increase in the number of merit and excellent endorsements at NCEA Level 2 and 3 is notable and shows ongoing improvement

### Most students:

- have a strong sense of cultural identity
- are engaged and active participants in learning
- have respectful and positive relationships with staff and each other
- are proud of themselves, their school and their community
- display and demonstrate aroha and whaanaungatanga

### **Accelerating learning for Maori:**

- The school is developing its capacity to accelerate learning for those Maori and other students who need their learning accelerated.
- A challenge for school leaders is to improve outcomes for Maori students across the school
- The school is implementing a range of strategies and programmes that support increased opportunities for Maori

### **Effective school processes and practices that are effective in enabling achievement of equity and excellence, and acceleration of learning – as observed by ERO**

- Leaders have a shared vision for the school
- The senior leadership team are highly involved and contribute positively in the life of the school
- Staff promote a positive and caring school culture
- Students experience a welcoming, positive and caring environment that values them and their hauora
- Extensive Pastoral Care support
- Strategic resourcing by the Board around student well being
- Ongoing professional learning opportunities for teachers are aligned with the school's strategic direction
- The board, school leaders and staff are successfully building strong relationships and connections with the school's community, parents, whaanau and iwi

### **Further developments that are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning:**

- Improve the conditions that support the acceleration of the learners' progress in Years 9 and 10
- Improve the quality of processes and practices for, knowing about a student's learning progress and achievement, and what difference is being made for them
- Continue to identify and provide further learning support for students with additional needs
- Extend evaluation practices to ensure purposeful, systematic and coherent evaluation is linked to valued student outcomes to help sustain and embed improvement

### **At Board level**

- Ensure consultation with the community regarding the health curriculum occurs at least once every two years

### **Next Steps – ERO suggested priorities for further development**

- Improve learning outcomes for all students
- Create an increasingly challenging and engaging curriculum
- Achieve equity for all groups in the school
- Raise overall levels of achievement



- Make better use of data for internal evaluation of what is working well for students' and where improvements are needed
- Targeted planning to accelerate learning for Years 9 and 10 (To be monitored by ERO and to discuss progress with the School – ERO will also provide an internal evaluation workshop for trustees and senior leaders)

## **Charter Review: 2020 for 2021**

The Manurewa High School Board met in 2020 to continue to review the school's progress since the last ERO visit in 2018 as part of preparation of the 2021 Charter. The review included an analysis that compared the Recommendations of the 2018 ERO Review with the Annual Reports completed by the School and the Board. What follows is a summary of progress including the highlighting of any outstanding actions and a focus on the next steps. It also includes a Data analysis section that covers the aspects of student achievement and performance.

### **Key Points:**

- The future direction of the school is driven by the charter goals of, aakonga engaged in akoranga, aakonga engaged in their cultural identities, and aakonga taking positive steps into, through and beyond school
- Achieving equitable and excellent outcomes for all students
- Consistently high levels of achievement in NCEA numeracy and literacy for all
- An increase in the number of merit and excellent endorsements at NCEA Level 1, 2 and 3 shows ongoing improvement
- As a group, there is disparity in achievement for Maori, particularly at NCEA Level 1
- An ongoing need to provide appropriate support for students with additional learning needs
- Redesigning a more flexible, challenging, engaging and adaptable curriculum with assessment options that better respond to students' individual interests, needs and strengths
- Culturally sustaining teaching practices are increasingly consistent across the school
- Continue to improve the use of data for internal evaluation

## **Charter: Next steps**

- Achieving equitable and excellent outcomes for all students by raising all levels of achievement
- Achieve consistently high levels of achievement in NCEA numeracy and literacy for all
- Improve outcomes for Maori students and accelerate their learning
- A more flexible, challenging, engaging and adaptable curriculum with assessment options that better respond to students' individual interests, needs and strengths
- Consistency of Culturally sustaining teaching practices
- Improve tracking and monitoring of key indicators at Year 9 and 10
- Improve the conditions that support the acceleration of the learners' progress in Years 9 and 10

- Provide appropriate support for students with additional learning needs
- Ensure community consultation regarding the health curriculum
- Make better use of data for internal evaluation of what is working well for students' and where improvements are needed

**To raise student outcomes, we need to create equitable outcomes for all, we need to look to what is happening in classrooms:**

- To increase equity in each class, with each teacher
- To create consistency between teachers in the same courses
- Both require more focused use of data by both teachers and HOLAs
- Building Teacher Capacity

**Continue to develop a more flexible, challenging, engaging and adaptable curriculum with assessment options that better respond to students' individual interests, needs and strengths:**

Work has continued throughout the year to introduce into our curriculum our educational framework Te Ara o Tawhaki and our Learner Profile as a foundation for our local curriculum design. Post lockdown we introduced the Manurewa Vā and Waananga which will continue to be developed in 2021. NCEA credible assessment guidelines issued post-lockdown have supported staff to continue to develop assessment options that better respond to students' individual interests, needs and strengths as has the introduction of a range of learning programmes within waananga.

**Consistency of Culturally sustaining teaching practices:**

We continue to use the TE ARA O TINO RANGATIRATANGA – MHS WANANGA & AKO CONTINUUM as an observation tool to track and support the development of teaching staff across the school. In 2020 the continuum has shifted with two new levels being added and the original baseline removed.

Post lockdown staff professional learning has been focussed around the heritage language weeks with many staff, students and members of the community sharing their talanoa, experiences and learning to further the culturally sustaining pedagogy of our staff.

In addition, we have created and introduced new day to day systems in the form of the Manurewa Vā and Waananga to open up our curriculum and timetable for more culturally sustaining curriculum opportunities.

**Improve tracking and monitoring of key indicators at Years 9 and 10:**

- 2019 – introduction of the learner profile
  - addition of AsTTle data into reports
- 2020 - addition of curriculum levels into reports
  - addition of PAT results into reports
- 2021 - increasing the levels we report on by removing the words working towards and working above – means the data is more accurate

**Improve the conditions that support the acceleration of the learners' progress in Years 9 and 10:**

Our continued work to design a local curriculum that best meets the needs of our students and community as detailed throughout our 2020 and 2021 draft Charter is the key work in this space, including the on-going achievement challenge work within our Kaahui Ako and the focus on building the literacy capabilities of all our students.

**Provide appropriate support for students with additional learning needs:**

There has been significant change in this area over the last two years. We now have a full time SENCO, 4 learning Support Coordinators and an OARS funded Specialist Support teacher. We have recently been able to complete an initial ERO Specialist Service Standards Review audit (twice postponed due to COVID / draft report attached) which will be followed up in 2021 by the full review. In addition, we have completed our third group of \*Te Ara Hou boys and in 2021 will have a girl's group as well.

\*Te Ara Hou is a modified programme for disaffected Y9 & 10 students

**Make better use of data for internal evaluation of what is working well for students' and where improvements are needed:**

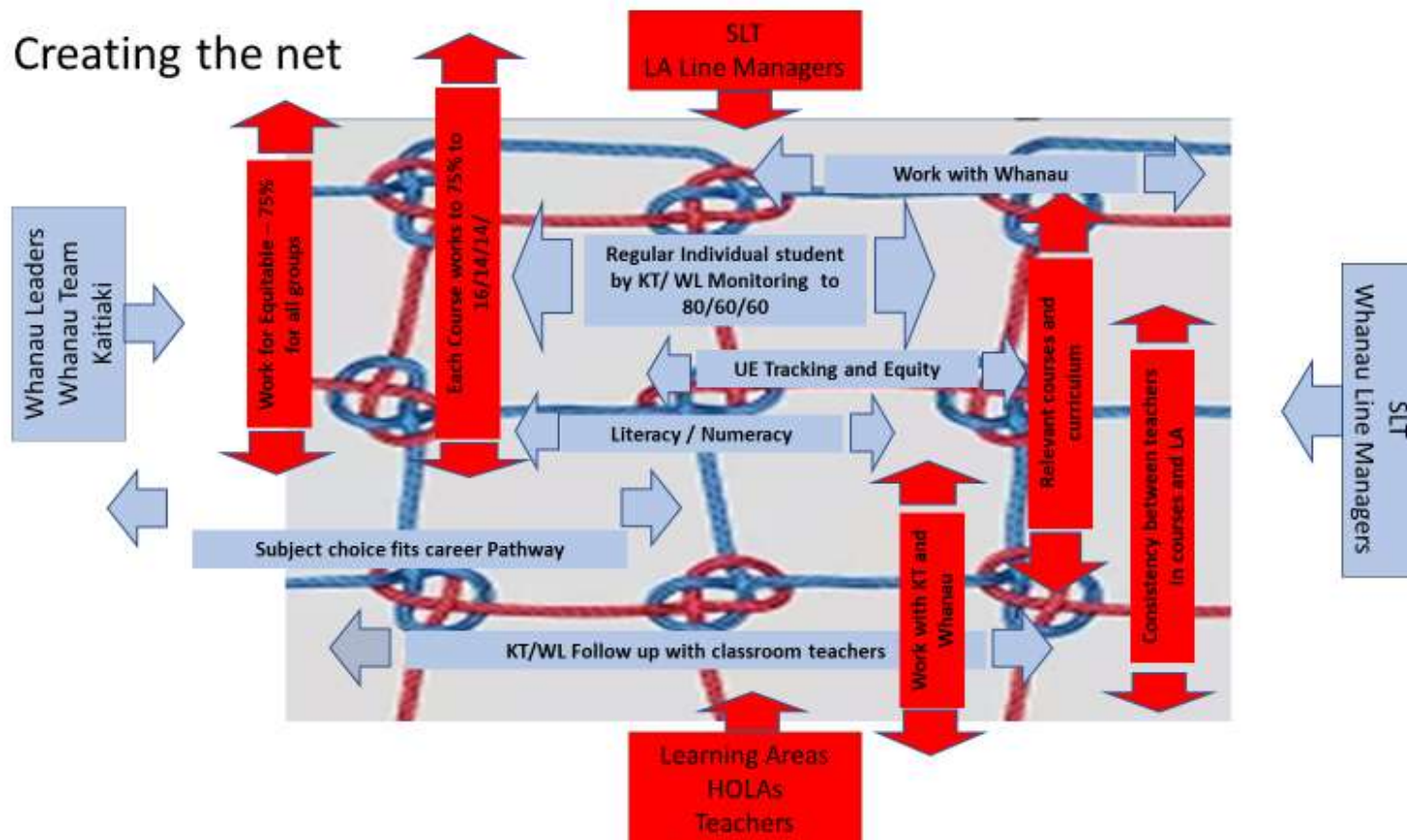
The differences are not between schools but between teachers within schools. PISA says we have a high quality/ low equity education system and this is the same in each school. Good data should both highlight the areas to work on and then evaluate our progress. Therefore, to raise student outcomes we need to create equitable outcomes for all, we need to look to what is happening in our classrooms:

- To increase equity in each class, with each teacher
- To create consistency between teachers in the same courses
- Both require more focused use of data by both teachers and HOLAs
- Building Teacher Capacity

**Lessons around using data to effectively inform practice:**

- Data needs to be fit for purpose – data for HOLAs not the same as for Whaanau Team / Kaitiaki
- Data needs to be cut multiple ways to give full view
- Data has to be regular and specific – not cohort based / **Names, Numbers, Needs**
- People who use data learn to create it for themselves more purposefully
- Data skills build significantly with use
- Data provides the only way to be honest about equity
- Good data should show us not just the issues but possible ways forward / areas to target

A focus for 2021 (as detailed in our Charter actions and the net diagram below) is to create and utilise connected systems to better analyse and use data for Junior and Senior students:



**Ensure community consultation regarding the health curriculum:**

Delayed until the start of 2021 to allow us to incorporate the new MOE sex education guidelines

**Main Reference: Principal’s Report and the Analysis of Variance 2020 for the Charter Targets**

- Good progress being made across the school re a commitment to Akoranga
- Curriculum design changes accelerating post COVID-19 lockdowns
- A broad range of “across school” success and excellence has been demonstrated
- The Learner Profile continues to be better understood across the school

- Cultural Identity is growing positively throughout the school and having a positive impact on student Hauora (well-being) and achievement
- There are continued signs that the work on Cultural Identity, Pedagogy and the new Curriculum Design is having a positive effect on engaging Maori learners, in particular Maori boys, in a more personal and engaged pathway of learning
- eLearning is starting to be an influence on student engagement in learning
- Staff and student well-being remain a focus and is contributing to a positive learning environment
- The Internal School Engagement Survey reinforces the view that students and whaanau are positively engaged with the school and value the learning opportunities that are provided
- The school remains focused on lifting the overall levels of Achievement for all students
- Accelerating progress for Years 9 and 10 remains a priority
- The school has a better understanding of how timely Data analysis can influence planning and strategic planning
- The School Engagement Survey provides a positive indicator of the school culture
- The “Leaver” Data is a genuine success indicator of the “Value Add” that the school delivers

## CHARTER 2020 – BOARD SUMMARY - *The Board of Trustees has worked with the Senior Leadership Team to develop the Charter 2021*

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

- Tracking the key engagement indicators of; attendance, participation and stand downs
- Monitoring the data related to the school roll, zone, transience and the impact of population growth in the area
- Monitoring student achievement, in all areas of endeavour, throughout the year
- Monitoring the urgently needed building projects to ensure they are fit for purpose and delivered in a timely manner
- Collaborative development of the 2022 Charter with the Senior Leadership Team
- Being kept informed on Curriculum Development through the Learning Area Annual Reports and regular feedback from the Learning Areas
- Tracking the allocation of finances and resources through monthly Board and Finance subcommittee meetings to ensure due diligence and transparency of management

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

- Aakonga improve their ability to engage in akoranga, cultural identity and the ability to take positive steps into, through and beyond school
- Policies are reviewed, updated and maintained
- The Board is a good Employer
- The school lives out its Vision of 'Piki atu ki te rangi' (Aim High, Strive for Excellence)
- The finances and resources are monitored, on a monthly basis, to ensure that spending is on track towards a positive annual outcome
- A suitable and appropriate level of financial reserve is maintained
- Finances and resources are being used to the best advantage for the students at the school

Year	Working capital (\$)	Operating Surplus (\$)	
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	2,126,294	301,312	68.07

*The Board, Senior Leadership Team and the school community will continue to work collaboratively throughout the year to achieve the Charter focus outcomes and the 2021 goal, intentions and actions expressed in the annual plan and the targets for 2021.*

## **Glossary of terms:**

**Aakonga** – Student, pupil, learners

**Akoranga** – Learning

**Aromihi** –

**Embody** – to fully embrace an idea or concept

**Hauora** – Maaori philosophy of health and well-being comprising Te Whare Tapa Wha pillars of taha tinana (physical), taha Hinengaro (mental and emotional), taha whaanau (social) and taha wairua (spiritual)

**Kaahui Ako** – a community of learning – group of education providers that form around children and young people’s learning pathways, and work together to help them achieve their full potential

**Kawenata** – agreement, contract, treaty – any undertaking that binds the parties in a permanent and morally irrevocable relationship.

**Manakitanga** – value that acknowledges the mana of others through expression of aroha, hospitality and mutual respect

**Personify** – attribute human qualities to something

**Poowhiri** – Maori welcoming ceremony

**Piki atu ki te rangi** – ‘Aim High, Strive for Excellence’

**Tangata Whenuatanga** – place-based, socio-cultural awareness and knowledge of the whenua or land we come from, harnesses the rich cultural capital which Maori learners bring to the classroom by providing culturally responsive and engaging contexts for learning

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

**Te ara o tino rangatiratanga** – pathway to self determination

**Waananga** – teaching other learning through culture and connection developing intellectual independence

**Whaanaungatanga** – close connection between people