

MANUREWA HIGH SCHOOL

Charter 2022



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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, 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.

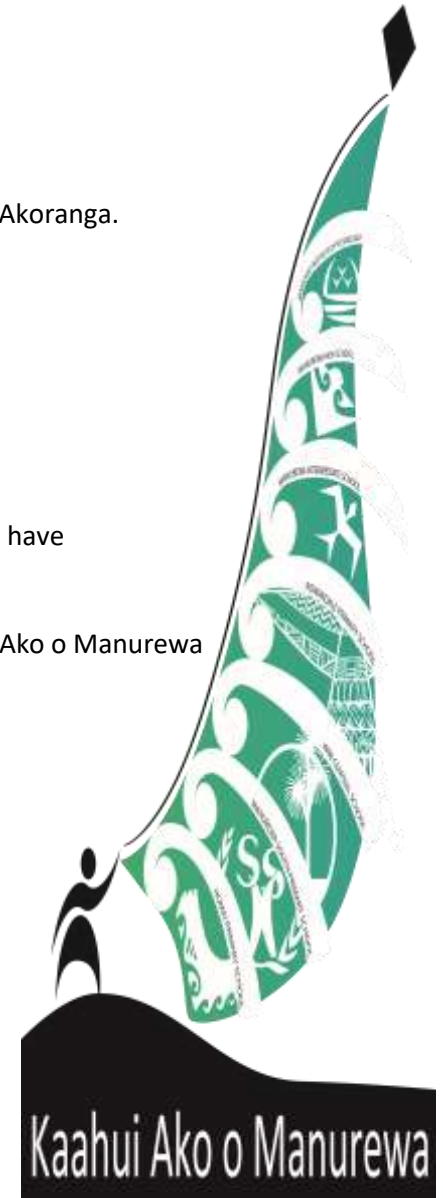
Kaahui Ako o Manurewa:

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 Manaakitanga 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
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



2022 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).



2022 Annual Plan: two focus areas

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

Curriculum Design: continue to 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 and ubiquitous 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 Languages, and Literacies

connected to 3 specific intentions

Intention 1

Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design

Learner
Profile



Transformational
Pedagogy



Curriculum
Design



Intentions	Actions	Key Staff	Measurable Outcomes
<p>I1. Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design</p> <p><i>Waananga / Ako</i> <i>e-Learning / Literacy</i> <i>Local curriculum design</i></p>	<p>I1 A1: Implement a junior curriculum schoolwide through a Te Ara o Tawhaki lens</p>	<p>MN NG</p>	<p>I1 A1 MO1: A framework is prototyped and implemented by the start of 2023.</p> <p>I1 A1 MO2: Skills and knowledge established for our localised curriculum.</p> <p>I1 A1 MO3: Tracking system for Curriculum Levels and Learner Profile Wheels established.</p> <p>I1 A1 MO4: Consultation has occurred with Mana Whenua / Maaori / Mana Moana (as appropriate).</p> <p>I1 A1 MO5: Puurakau Methodology has been used to gather whaanau and community voice on curriculum e.g. Middle Leaders LAAR / Board Report</p> <p>I1 A1 MO6: Develop further themes and planning tools for implementation in the junior curriculum.</p>
	<p>I1 A2: Use Te Ara Tawhaki to explicitly strengthen teaching practice and staff capacity:</p>	<p>MN NG</p>	<p>I1 A2 MO1: A schoolwide collaborative planning system is established and integrated across all Learning Areas.</p> <p>I1 A2 MO2: Maaia PL Programme 2022 completed by all staff</p> <p>I1 A2 MO3: Te Hurihanganui PL Programme 2022 completed by all staff</p>
	<p>I1 A3: Use appropriate evidence-based practices to better inform our ongoing practice and improve student outcomes:</p> <ul style="list-style-type: none"> To work with whaanau and HOLAs to set up and embed the data net for NCEA achievement and student destinations 	<p>HM HOLAs Whaanau Team</p>	<p>I1 A3 MO1: 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"> • To work with staff to set up and embed the use of curriculum levels • Continue to gather and use feedback from Whaanau, student engagement • Implement a puuraakau methodology to gather and report on data/evidence from Whaanau and students • Te Hurihanganui PL use of Ronogohia te Hau observations and surveys • Tracking system for Curriculum Levels and Learner Profile Wheels established. 		<p>I1 A3 MO2: Systems established that create and use appropriate data in a timely and regular manner across each term.</p> <p>I1 A3 MO3: Ongoing gathering of qualitative data from Whaanau, Students, Staff, and community to review and inform practice</p> <p>I1 A3 MO4: Junior Curriculum Levels are expanded in reports to reflect more than just the level the students should be working at</p> <p>I1 A3 MO5: Use of Curriculum Levels summaries within learning areas and onto reports</p>
	<p>I1 A4: Align the way we celebrate success with the Learner Profile:</p> <ul style="list-style-type: none"> • Review current system for prizegiving's • Students use their e-portfolio to share their achievements and experiences against the Learner Profile • Grow the Maunga stories and the passports as indigenous methods of celebration and recognition 	MP DAV NR	<p>I1 A4 MO1: Create a timeline for when actions are to be done (Term 1)</p> <p>I1 A4 MO2: Gather information from staff, students and whaanau using puurakau methodology to collate data.</p> <p>I1 A4 MO3: Analyse the data and present a plan going forward to SLT (by end of term 3)</p> <p>I1 A4 MO4: Implement plan (during term 4)</p>

*Additional mahi to support Intention 1 is detailed at the end of this document in the Charter Appendix on pages 41-42.

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

Who they are



Where they came from



Connection to whenua



Where they are going



Intentions	Actions	Key Staff	Measurable Outcomes
<p>I2. 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</p> <p><i>Tangata Whenuatanga / Te Ao Māhiki</i> <i>Cultural Identities and Pathways</i></p>	<p>I2 A1: Implement phase 2 of integration of language weeks into school practice</p> <p>I2 A2: Continue to incorporate cultural traditions and practices in Whaanau activities and community engagement, curriculum areas and PL (cultural holistic collaboration)</p> <p>I2 A3: Align and strengthen links between Pasifika Council and Polyfest Student Leadership</p>	<p>OP LU</p>	<p>I2 A1 MO1: Integrated curriculum language weeks used schoolwide.</p> <p>I2 A2 MO1: Flag ceremonies continue to be held for every language week utilizing community connections.</p> <p>I2 A2 MO2: All learning areas support every language week I2 A2 MO3: Regular Talanoa updates (Zoom and /or physical) held with everyone to lead their respective language weeks – Pasifika whaanau Talanoa providing valuable feedback</p> <p>I2 A2 MO4: Realm Nations to sit in the Ako Connect space for the year</p> <p>I2 A2 MO5: Engaged NCEA ma le Pasifika/ Heart Foundation Nutrition workshops throughout the year</p> <p>I2 A2 MO6: Continued Talanoa Ako sessions operating weekly (10-week programme - General and Niue Ki Mua project and connections with Kiribati Wellbeing Project) Continued Pasifika Digital Connect project</p> <p>I2 A3 MO1:</p>
	<p>I2 A4: Continue to develop Aromihi – Te ara o tino rangatiratanga</p> <ul style="list-style-type: none"> Implement Phase 2 of Aromihi – HOLA input, attestations, PRTs, observations, 	<p>OP LU</p>	<p>I2 A4 MO1: Evaluation of Phase 1 informs implementation & development of Phase 2</p> <p>I2 A4 MO2: All staff have completed their Aromihi evidence and reflections folder</p>

	<p>Talanoa, PL for Komiti to attend appraisal workshops</p> <p>I2 A5: Continue to develop staff capacity with Tapasā and Te Hurihanganui</p> <ul style="list-style-type: none"> Continued engagement with MAIA work (Dr Michelle Johannson) Ann Milne PD with Middle Leaders - growing the cultural identities of Tangata Tiriti in Aotearoa 		<p>I2 A4 MO3: Continue to increase and grow MANA Moana (Pasifika whaanau Komiti) Whaanau engagement</p> <p>I2 A5 MO1: At least 5 kaiwhakaako completing the Te Hurihanganui course with 5 clusters</p> <p>I2 A5 MO2: At least two groups complete the first level with Ann Milne PD and some staff choose to take to level 2</p>
	<p>I2 A6: Design an equitable and future focussed leadership structure for Manurewa High School through the lens of Te Ara o Tawhaki that represents the community we serve</p>	<p>JE Co-Design Team</p>	<p>I2 A6 MO1: Create a co-design team, complete research and present to the Board by Term 4 2022 for possible implementation 2023</p>
	<p>I2 A7: Develop a Pathways structure and strategy to ensure all staff have a greater understanding of the range of pathways available to our aakonga and know where to go for support and advice and all our aakonga are able to engage in a Pathways Programme & Events</p>	<p>SP JE</p>	<p>I2 A7 MO1: Develop a Pathways Design Team to review and recommend future structure and programmes for 2023</p> <p>I2 A7 MO2: Data is tracked on a fortnightly basis from Term 2 onwards based on Pathways Team interviews and information gathered through Kaitiaki</p> <p>I2 A7 MO3: Every Y12 leaver & Y13 students has a pathway identified and the necessary support in place by the end of Term 3</p> <p>I2 A7 MO4: Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers</p>
	<p>I2 A8: Grow student language literacies, within and between English and Heritage Languages.</p>	<p>OP LU HM</p>	<p>I2 A8 MO1: Begin embedding a shared school wide Writing Process</p> <p>I2 A8 MO2: Target all Year 10 teachers / Learning Areas skill to build confidence in teaching the Writing Process led by LPIs</p>

			<p>I2 A8 MO3: Trial pilot tasks linked to new literacy requirements in Year 10/11 Literacy programmes</p> <p>I2 A8 MO4: Grow developmental academic writing programme for 1 Akoranga per week for all year 11 students focusing on essay and report writing</p> <p>I2 A8 MO5: Be more explicit in sharing cross lingual literacies in Year 11 LLP and build links to Language Weeks</p> <p>I2 A8 MO6: Continue to grow AsTTle Writing teaching and assessment skills within the English LA, providing Junior Writing data twice a year</p> <p>I2 A8 MO7: Collaboration of Language integration using varied indigenous texts and local, national, and global resources</p>
	<p>I2 A9: Continue to support digital equity initiatives and embedding effective use of technology to promote transformational ePedagogy:</p> <ul style="list-style-type: none"> • Support ALL students to either own or have a school loan device that can be used outside school hours and to support ubiquitous learning. • Implement classroom management practice that tracks students bring a device to school • ALL LA’s using either Teams/Schoology or Education Perfect to offer ubiquitous learning opportunities for ALL our students 	NR LOC	<p>I2 A9 MO1: Aim for 95% overall</p> <p>I2 A9 MO2: Aim for 95% of students bringing a device to school regularly</p> <p>I2 A9 MO3: DPi’s through an interview process will track LA use of platforms with the objective of ALL LA’s doing this</p> <p>I2 A9 MO4: Provide Whanau regular feedback of student's online engagement</p> <p>I2 A9 MO5: DPi’s will support and monitor the LA’s that fall under area of responsibility on progress with transformational ePedagogy using the SAMR tool</p> <p>I2 A9 MO5: Increasing confidence of teachers in the MS environment with ongoing PLD. Survey to measure progress</p>

	<ul style="list-style-type: none">• Support whaanau to track students' online engagement• ALL LAs are supported to make more effective use of technology to embed transformational ePedagogy within their practice (Use SAMR tool)?• Continue to support staff to build their skills in the Microsoft and more specifically within the Teams environment		
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Intention 3
Develop a schoolwide understanding of Hauora through a Te Ara o Tawhaki lens



Intentions	Actions	Key Staff	Measurable Outcomes
<p>I3. Develop a schoolwide understanding of Hauora through a Te Ara o Tawhaki lens</p> <p><i>Hauora / Kawa / Be the ManuREWA Way</i></p>	<p>I3 A1: Develop a team to review and recommend future strategy, structure, and programmes for 2023</p> <p>I3 A2: Organise and plan targeted learning for staff and students</p>	<p>NG SP</p>	<p>I3 A1 MO1: Consultation with staff / students / whaanau & community has occurred (as appropriate) and recommendations have been pursued for implementation in 2023</p> <p>I3 A2 MO1: The concept of Hauora / Hauora education is a key focus of Professional Learning in 2022</p> <p>I3 A2 MO2: The concept of Hauora / Hauora education is explored / prototyped / tested within different areas of our local curriculum in 2022 e.g., AkoConnect, Health & PE, Kaitiaki Time, Junior Programme, Science, Student Support Services</p>

I = Intention (1, 2 or 3)

A = Action (each action is numbered and linked to the specific intention)

MO = Measurable Outcome (each measurable outcome is numbered and linked to the specific intention and action)

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](#) 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 aakonga.

The Statement of NELP came into effect in November 2020, and as such forms part of our 2022 Charter, although we are not expected to be fully reporting on the framework until January 2023

The NELP four key objectives for Secondary Schools are:

1. Learners at the centre
2. Barrier-free access
3. Quality teaching and leadership
4. Future of learning and work

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 2022 Charter intentions and actions detailed above. They are also reflected in our three Kaahui Ako Achievement Challenges as detailed below:

Intention 1: Continue to 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: Develop an understanding of Hauora through a Te Ara o Tawhaki lens

Kaahui Ako Achievement Challenge 2: to increase student and whaanau 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
LU	Manaia Lulu	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 Academy
FV / DZ / MK / UA	Ngahuia Flavell / 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
TL / RM / SK / WR	Mele Ta'e'iloa / Rekha Ram / Ben Silk / 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 / tbc (Student Rep) / Talia Brown / Donna Cowley / Lexy Derby-Ngawaka / Velma Sitene (Staff Rep) / 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 (LU)	Manaia Lulu	Principal's Nominee (NZQA)
SCT (FV)	Ngahuia Flavell	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 2022

Attendance through student management system (KAMAR)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	% of student attendance in class	84.9%	80.6%	73.8%	80.3%	87.1%	90%
Maaori	% of student attendance in class	80.2%	74.6%	70.4%	75.5%	84.2%	90%
Pasifika	% of student attendance in class	86%	80.4%	73.2%	79.8%	87.6%	90%

Retention whole school (1 July Roll Return - 2021)

Year	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
9	519	405	459	420	484	
10	419 (97%) (397 - 92%)	533 (100%) (469 - 90%)	425 (105%)	468 (105%)	436 (104%)	
11	457 (101%) (373 - 83%)	433 (100%) (350 - 81%)	524 (100%) (426 - 82%)	406 (96%)	455 (97%)	
12	369 (85%)	378 (85%) (305 - 67%)	386 (89%) (287 - 67%)	481 (100%) (380 - 73%)	371 (91%)	
13	332 (80%)	308 (83%)	316 (84%) (244 - 54%)	310 (80%) (246 - 57%)	458 (100%) (346 - 67%)	Continue to close the gap between the apparent and actual retention
Total	2059 (70%)	2007 (70%)	2068 (70%)	2042 (72%)	2129 (79%)	

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 Maaori (1 July Roll Return - 2021)

Year	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual
9	72	76	71	87	97	
10	53 (91%)	73 (101%)	71 (93%)	75 (106%)	86 (99%)	
11	61 (108%)	52 (98%)	68 (93%)	71 (100%)	75 (100%)	
12	43 (81%)	38 (62%)	42 (81%)	60 (88%)	59 (83%)	
13	35 (66%)	30 (69%)	28 (74%)	32 (76%)	54 (90%)	
Total	264 (50%)	269 (49%)	280 (46%)	325 (52%)	372 (75%)	

Female Maaori (1 July Roll Return - 2021)

Year	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual
9	63	53	85	76	80	
10	58 (92%)	65 (103%)	56 (106%)	89 (105%)	80 (105%)	
11	57 (98%)	66 (113%)	61 (94%)	50 (89%)	78 (88%)	
12	43 (66%)	42 (74%)	53 (80%)	54 (89%)	45 (90%)	
13	39 (81%)	30 (70%)	30 (71%)	34 (64%)	41 (76%)	
Total	260 (67%)	256 (42%)	285 (49%)	303 (49%)	324 (65%)	

Bold bracketed % = apparent student retention from Y9 – Y13

Stand Downs through student management system (KAMAR)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	Number of students per 100 students who were stood down	8	5	11	4	4	5
Maori	Number of Maaori students per 100 students who were stood down	14	7	10	1	1	5
Pasifika	Number of Pasifika students per 100 students who were stood down	7	6	14	2	2	5

Engagement (own school data)

	2017 Agreed	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed
At school learning is relevant and links to the real world	68%	75%	75%	71%	74%	
At school learning is personalised to my needs	67%	70%	70%	78%	70%	
At school I can explore new ideas	75%	81%	75%	70%	70%	
Teachers make learning interesting	58%	72%	70%	70%	72%	
Teachers and parents work together	46%	42%	70%	80%	75%	
Teachers care about how I feel	61%	70%	75%	81%	80%	
Teachers are interested in my culture or family background	54%	64%	67%	75%	73%	
Students have a say in what happens at school	63%	62%	72%	70%	75%	
At school people accept me for who I am	71%	72%	75%	75%	70%	
I work at home to extend my learning	54%	51%	55%	70%	75%	
Teachers challenge me to think more deeply	73%	76%	72%	70%	70%	
Teachers encourage a positive attitude towards learning	75%	75%	82%	80%	80%	
Teachers think that all students can do well	71%	73%	75%	79%	76%	
I am proud of my school	73%	77%	82%	84%	85%	
I am proud of who I am and where I come from	82%	85%	89%	87%	87%	
The school shows pride in Maaori culture	78%	77%	80%	80%	82%	
Students treat each other with respect	57%	61%	64%	69%	65%	
Teachers always take action if someone is being hit or bullied	67%	69%	74%	71%	70%	
Teachers treat students fairly	61%	65%	65%	70%	70%	
I feel safe at school	72%	74%	78%	81%	80%	

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)

2021 – Based on 50 students from each year level (250 students)

<i>New questions asked in 2021</i>	2017 Agreed	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed
I am confident using online learning platforms such as Schoology and Education Perfect					85%	
I am able to stay engaged with my learning online					52%	
Teachers make learning interesting online					60%	
I feel safe online					60%	

Achievement through NCEA (NZQA data - roll based)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	Level 1 passes Y11	63.2%	48.4%	54.6%	63.7%	54.9%	75%
	Level 2 passes Y12	71.7%	71.9%	65.1%	74.9%	69.6%	75%
	Level 3 passes Y13	65.3%	59.7%	65.4%	70.0%	74.8%	75%
	University Entrance	31.8%	24.6%	25.5%	27.8%	28.5%	35%
Maori	Level 1 passes Y11	46.1%	40.4%	47.5%	53.4%	50.0%	75%
	Level 2 passes Y12	71.9%	59.6%	57.3%	71.9%	61.9%	75%
	Level 3 passes Y13	51.3%	60.6%	54.1%	60.0%	70.4%	75%
	University Entrance	23.8%	18.2%	6.6%	18.6%	19.4%	35%
Pasifika	Level 1 passes Y11	65.2%	43.5%	52.0%	61.3%	54.2%	75%
	Level 2 passes Y12	66.8%	71.7%	62.7%	71.7%	65.0%	75%
	Level 3 passes Y13	62.2%	53.2%	64.4%	69.2%	76.2%	75%
	University Entrance	24.4%	19.7%	17.8%	18.9%	24.7%	35%

Merit endorsements (NZQA data - roll based)

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
Year 11 Level 1 All	21.7%	31.9%	23.3%	22.3%	24.5%	30.0%
Year 12 Level 2 All	11.6%	10.8%	6.4%	8.9%	13.0%	15.0%
Year 13 Level 3 All	16.2%	12.0%	10.6%	9.4%	11.3%	15.0%

Excellence endorsements (NZQA data - roll based)

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
Year 11 Level 1	6.0%	7.2%	2.5%	4.8%	6.5%	15%
Year 12 Level 2	5.4%	4.5%	3.0%	3.6%	8.0%	10%
Year 13 Level 3	5.9%	3.7%	6.3%	3.1%	3.1%	5%

asTTle

	End of year or better	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	Y9 – Level 4	59.5%	62.0%	58.0%	53.2%	44.4%	70%
	Y10 – Level 5	19.1%	27.0%	20.0%	17.3%	15%	30%
Maori	Y9 – Level 4	61.0%	57.0%	57.0%	43.9%	40%	70%
	Y10 – Level 5	16.5%	31.0%	18.0%	18.4%	8.8%	30%
Pasifika	Y9 – Level 4	52.1%	58.0%	54.0%	53.3%	41.2%	70%
	Y10 – Level 5	13.0%	18.0%	15.0%	14.8%	12.9%	30%

Note; at the start of term 1 2020:

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

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

2020 actual data was measured at the end of term 3

2021 actual data was measured at the end of term 1, no measurement in term 3 or 4 due to COVID-19 lockdowns

Leavers Data

Achievement from Education Counts (2021 data not available until term 2, 2022)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual
All	Level 1 or better	82.0%	85.1%	80.2%	83.3%	Data not yet available
	Level 2 or better	72.1%	71.7%	69.4%	74.9%	
	Level 3 or better	46.5%	45.7%	45.9%	54.3%	
Maaori	Level 1 or better	73.1%	81.9%	69.0%	72.1%	Data not yet available
	Level 2 or better	62.1%	62.1%	51.2%	59.5%	
	Level 3 or better	29.0%	35.3%	29.5%	38.7%	
Pasifika	Level 1 or better	82.7%	83.2%	79.7%	84.1%	Data not yet available
	Level 2 or better	70.8%	70.0%	69.5%	76.0%	
	Level 3 or better	44.6%	42.9%	44.7%	53.1%	

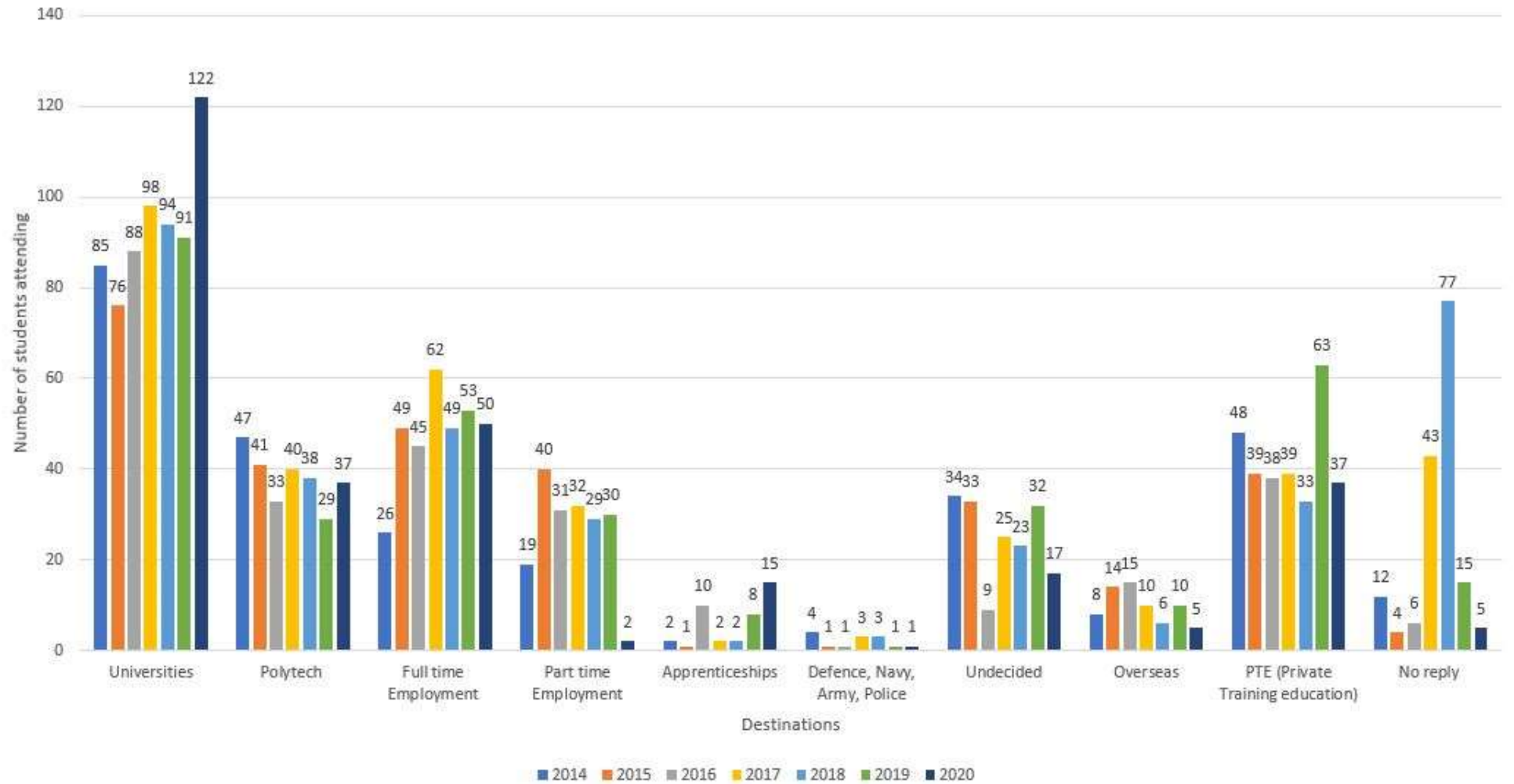
Retention data from Education Counts

Percentage staying until at least 17 years of age (2021 data not available until term 2, 2022)

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual
All	76.4%	81.1%	75.5%	82.1%	Data not yet available
Maaori	62.7%	74.1%	61.2%	68.5%	Data not yet available
Pasifika	77.3%	80.4%	76.6%	83.0%	Data not yet available

DESTINATION DATA from MHS Pathways Team (2021 data not available until term 2, 2022)

2014 - 2020 Year 13 Destinations



MANUREWA HIGH SCHOOL BOARD OF TRUSTEES STRATEGIC REVIEW & SUMMARY

Reflections:

As part of the 2020 and 2021 Analysis of Variance and in preparation of the 2022 Charter, 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 Maaori, particularly at NCEA Level 1
- In 2017, Maaori 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 whanaungatanga

Accelerating learning for Maaori:

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

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: 2021 for 2022

The Manurewa High School Board met in October 2021 to continue to review the school's progress since the last ERO visit in 2018 as part of preparation of the 2022 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 Maaori, 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 Maaori 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 embed into our curriculum our educational framework Te Ara o Tawhaki and our Learner Profile as a foundation for our local curriculum design. We have continued to develop our Manurewa Vā and Waananga. Further NCEA credible assessment guidelines issued post 2021 lockdown have supported staff to continue to develop assessment options that better respond to students' individual interests, needs and strengths as has the continued development 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, supported by the Te Hurihanganui team. In 2020 the continuum shifted with two new levels being added and the original baseline removed. 2021 observations were impacted by the ongoing Level 4 and 3 lockdowns.

Staff professional learning has again 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 been following an all-staff professional learning and evaluation programme co-designed with Māia and led by Dr Michelle Johannson.

We have continued with our 2020 established 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
- 2022 - increasing the levels we report on

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 2021 and 2022 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 three 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 and 2021 full review. In addition, we have completed our fourth group of *Te Ara Hou boys and we introduced a girl's group in 2021.

*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:

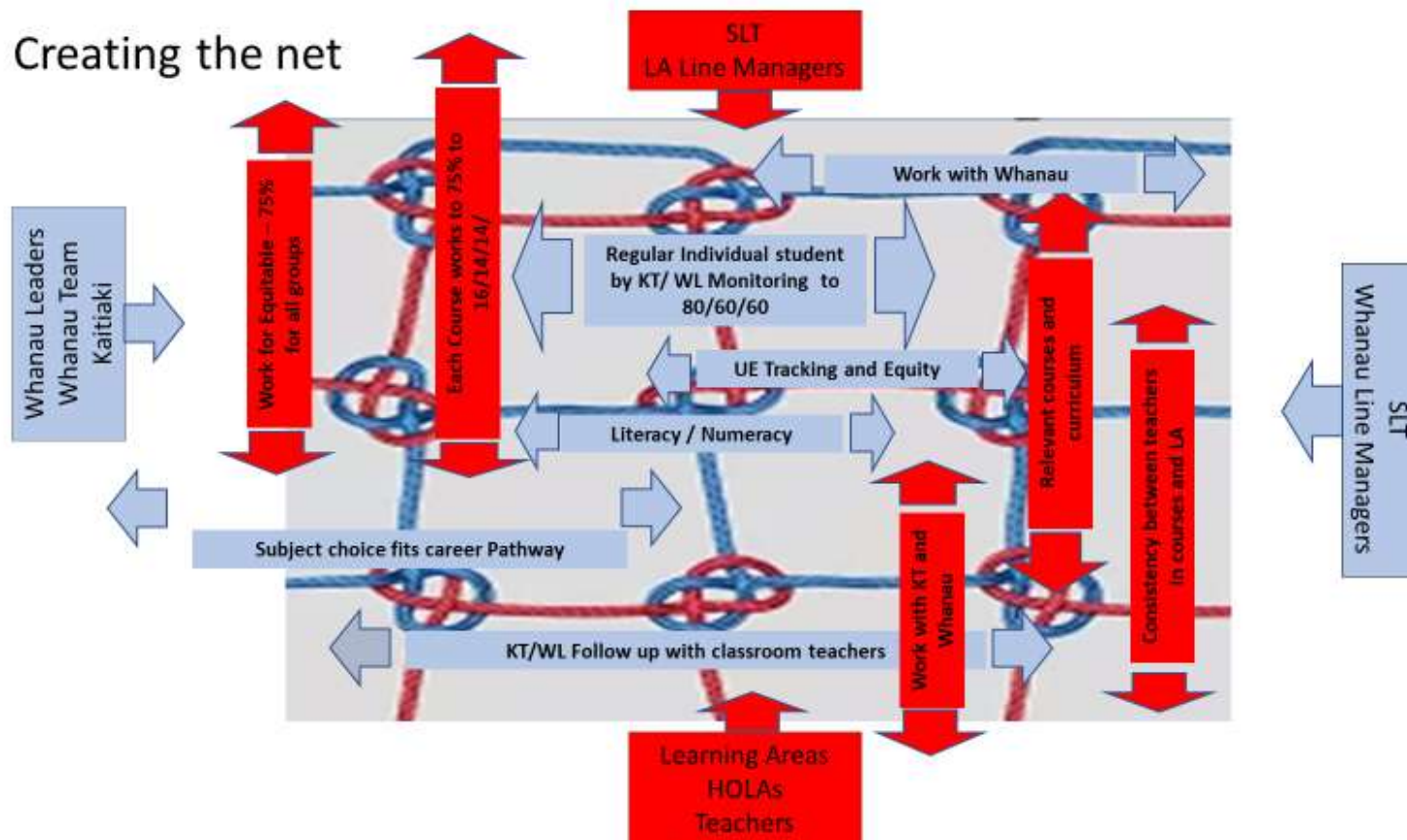
The differences are not between schools but between teachers within schools. PISA says we have a high quality/ low equity education system, and this is the same in each school. Good data should both highlight the areas to work on and then evaluate our progress. Therefore, to raise student outcomes we need to create equitable outcomes for all, we have continued 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 and continuing in 2022 (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 this has now been completed

Main Reference: Principal’s Report and the Analysis of Variance 2021 for the Charter Targets

- The school students, staff and whaanau along with the wider community have again been significantly impacted by COVID-19 Delta and the prolonged lockdown
- Maintaining akoranga engagement online throughout lockdown has proved challenging for many of our rangatahi and whaanau

- Good progress being made across the school re a commitment to Akoranga
- Curriculum design changes continue to be embedded across the school
- A broad range of “across school” success and excellence has been demonstrated
- The Learner Profile continues to be embedded across the curriculum
- Cultural Identity continues to grow 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 Maaori boys, in a more personal and engaged pathway of learning
- eLearning is a growing influence on student engagement in learning
- Staff and student Hauora will 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 2021 – BOARD SUMMARY - *The Board of Trustees has worked with the Senior Leadership Team to develop the 2022 Charter*

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 (\$)	% Income spent on learning resources
2017	2,615,719	766,358	66.3
2018	2,367,200	312,419	66.4
2019	2,126,294	301,312	67.61
2020	3,042,032	898,820	67.13

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 2022 goal, intentions and actions expressed in the annual plan and the targets for 2022.

MANUREWA HIGH SCHOOL CHARTER 2022 BOARD STRATEGIC REVIEW REFLECTIONS

Key Focus areas from within the Charter

1. Improve learning outcomes for all students
2. Create an increasingly challenging and engaging curriculum
3. Achieve equity for all groups in the school
4. Raise overall levels of achievement
5. Make better use of data for internal evaluation
6. Targeted planning to accelerate learning for Years 9 and 10

The Manurewa High School Board has chosen to focus, in this review, on items #3 and #4 above.

3. Achieve equity for all groups in the school
4. Raise overall levels of achievement

The Data used in this Review was supplied by the school at the February Board meeting using data it received via the NZQA Principal's Report from the 2021 NCEA Exam season.

The Board was interested to focus on progress in Year 13 Level 3 NCEA that had been made since the ERO review in 2018 where this focus area was highlighted.

Data: NCEA Level 3 in Year 13 – MHS / National and Decile Data – also by ethnicity

NCEA Achievement Pass Rate

Academic Year - ALL	MHS (Decile 1c)	National (All)	All Decile 1
2018	61.8	66.1	57.1
2021	74.8	69.8	58.5
Ethnicity 2018			
Maaori	61.5	52.9	48.3
Pasifika	56.2	58.9	60.9
European	69.2	69.9	45.7
Asian	83	70.5	76.9
Ethnicity 2021			
Maaori	70.4	57.6	50.2
Pasifika	76.2	63.9	63.1
European	74.4	72.5	44.2
Asian	77.6	75.6	76.1

The Board is very satisfied and proud of this improved academic achievement in the Year 13 NCEA Level 3 results.

Similar success is also reflected in the Destination data and the improved attendance levels.

Destination Data shows that 81.2% of Year 13 leavers have gone into; Meaningful (M) Education (E) Employment (E) and /or Training (T) – MEET: Exceeding expectations.

Glossary of terms:

Aakonga – Student, pupil, learners

Akoranga – Learning

Aromihi – Appraisal

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.

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

Personify – attribute human qualities to something

Poowhiri – Maaori welcoming ceremony

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

Tangata Tiriti - the people of the Treaty

Tangata Whenuatanga – place-based, socio-cultural awareness and knowledge of the whenua or land we come from, harnesses the rich cultural capital which Maaori 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

Transformational - in the context of our Charter, the word “transformational” draws from Critical Theory and Kaupapa Maaori Theory. “Transformational” asserts the importance of using transformative strategies such as Critically Conscious Culturally Sustaining Pedagogy and including Matauranga Maaori and other Indigenous Knowledge systems equally within local curriculum planning. It also asserts the necessary emphasis and accountability measures for access, participation, and success of Maaori, Pasifika and all Indigenous students at Manurewa High School (Smith, 2003).

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

Whanaungatanga – close connection between people

Charter Appendix: Additional mahi to support Intention 1

Intention 1	Actions	Key Staff	Measurable Outcomes
<p>Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design</p> <p><i>Waananga / Ako</i> <i>e-Learning / Literacy</i> <i>Local curriculum design</i></p>	<p>Continue to develop our environment to support the delivery of the Learner Profile</p> <p>Test our Learner Profile is ‘fit for purpose’ through the continued development of our community and business partners and programmes</p>	<p>JE LOC</p> <p>JE Business & Trades Academies</p>	<p>Fale and additional carvings completed by T3 Roof repairs T3 LSC office refurbishment T3 Whare Kai Trailer T2 Solar Panel Covers (Pool / Dance) T3 Decking / shade / seating E block T2 Science planning & development T4 Master Plan completed and replacement classroom / roll growth programme agreed T3</p> <p>Key Question: Is our Learner profile ‘fit for purpose’ in relation to the ‘future of work’? Inspirational Talk series runs throughout the year Education to Employment programmes run successfully – 90% students find meaningful employment Business partners & funding continues to grow Maara Fresh continues to develop and grow as a Social Enterprise to serve our community Trades Academy maintains current level of 635 places Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers</p>
	<p>Continue to develop and grow Waananga programmes and their explicit links to our Learner Profile:</p> <ul style="list-style-type: none"> • Kaiako are offering a range of Waananga programmes that strengthen and support Local Curriculum Design, Cultural Identity and Hauora • Support Kaiako to offer experiences in the Waananga programme, that do not have space in a traditional classroom. 	<p>NR MP</p>	<p>Create a tracking sheet to identify the areas of LCD, CI and Hauora that each Waananga is covering</p> <p>Create a list of Waananga that fall outside the “Traditional” part of the Vā</p>

	<ul style="list-style-type: none"> • Continue with community outreach, which includes having external agencies contributing to the Waananga programme. • Improved attendance, • Support Waananga programmes that offered integrated/cross curricular learning/ LP assessment wheels. Use a pro-forma and interview Waananga Kaiako. • Support Waananga that offer credits with an Assessment for Learning approach. 		<p>Aim for at least 10% of Waananga offered by community groups and external agencies</p> <p>Aim attendance to be on par or better than attendance on non-Waananga days</p> <p>Create an evidence collection form that is used to collate data through a puurakau methodology</p> <p>Collect evidence of whether the Waananga is adopting an Assessment for Learning approach with possible ongoing evidence gathering and track the number of credits offered</p>
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