

MANUREWA HIGH SCHOOL

Charter 2023



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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.

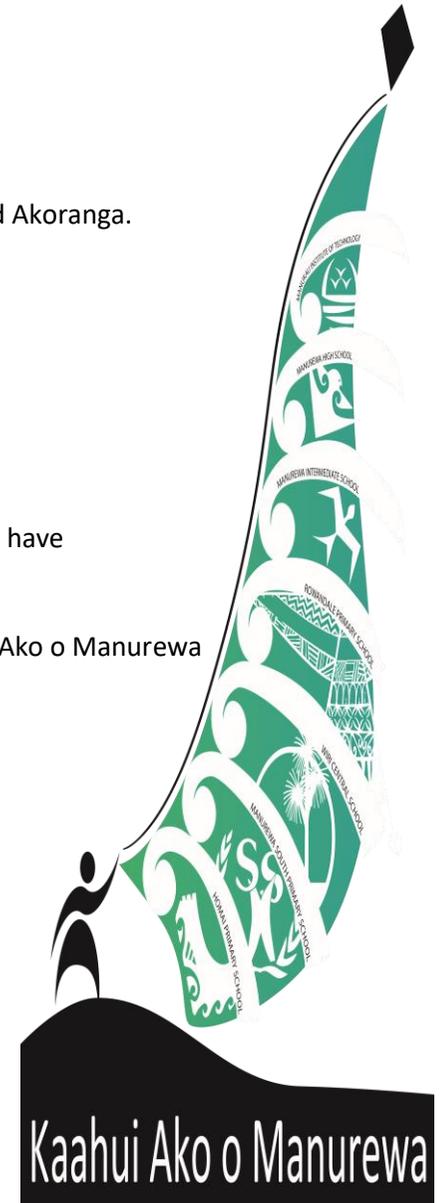
Kaahui Ako o Manurewa:

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 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 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



2023 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



NGA KETE O TE WAANANGA



BE THE MANUREWA WAY

O U R K A W A



Te Ara o Tawhaki - The Pathway of Tawhaki

Te Ara o Tawhaki is an educational framework to guide and support ideologies, systems and processes applied within our Manurewa High School context. The title of this educational framework pays homage to our mana whenua - Tainui Waikato - and their ancestor, Tawhaki. According to ancient tradition, Tawhaki is the supernatural inhabitant who climbed the aka vine to ascend the heavens and receive the three baskets of knowledge. The three baskets, which Tawhaki returned to earth with, remain commonly known today as Nga Kete o te Waananga.

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

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

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

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

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

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

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

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



2023 Annual Plan: two focus areas

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

Curriculum Design: continue to align and consolidate programmes of akoranga that occur across the Manurewa Vā Ta Ako with our Learner Profile

across the Manurewa Vā Ta Ako 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 Ta Ako 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



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 / e-Learning / Literacy / Local curriculum design</i></p>	<p>I1 A1: Continue to implement a junior curriculum schoolwide through a Te Ara o Tawhaki lens</p>	<p>MN NG</p>	<p>I1 A1 MO1: Complete another cycle of the Pepeha Framework to further embed schoolwide and complete 2 staff PL on the Piki atu ki te Rangi Curriculum Planning Process</p> <p>I1 A1 MO2: HOLA's and/or Curriculum Leaders have met throughout the year and established common curriculum outcomes for each of the Pepeha themes.</p> <p>I1 A1 MO3: Tracking system for Curriculum Levels and Learner Profile Wheels revised to continue to embed and communicated to whaanau.</p> <p>I1 A1 MO4: Collaborate with Mana Whenua on a curriculum project to integrate local puuraakau into the Junior Curriculum. Consulted with Maaori / Mana Moana where appropriate in curriculum design i.e. Manurewa Marae.</p> <p>I1 A1 MO5: Integrate a Koorero Strategy alongside the Pepeha Framework to balance Literacy and Numeracy strategy. Build competency and normalise Te Reo Maaori in the Junior Curriculum</p> <p>I1 A1 MO6: Puurakau Methodology has been used to gather whaanau and community voice on curriculum e.g. Middle Leaders LAAR / Board Report</p> <p>I1 A1 MO7: Start PR Campaign to share and educate our community about our curriculum and Learner Profile. Whole staff – pamphlets handed out – Term 1 SLT - Manurewa Market – Term 1 Online - Commissioned video – Term 2/3</p>

	<p>I1 A2: Continue to use Te Ara Tawhaki to explicitly strengthen teaching practice and staff capacity:</p>	MN NG	<p>I1 A2 MO1: Complete 2 staff PL on the Piki atu ki te Rangi Curriculum Planning Process to further embed schoolwide and reinforce schoolwide planning system</p> <p>I1 A2 MO2: Align Senior courses to the Pepeha framework and have Learner Profile capabilities included in planning and reported on in reports</p> <p>I1 A2 MO3: Create and develop opportunities for Learning Areas to collaborate across the curriculum in senior courses i.e. Level 1 Maths through Business and Level 1 Business, Level 3 Calculus and Level 3 Physics in an Engineering Waananga</p> <p>I1 A2 MO4: Through Te Hurihanganui work with Mana Whenua to support curriculum design and participate in Ngaati Te Ata programmes such as Cultural Heritage, Kapa Haka, Mahi Pai and Tua Tane / Tua Wahine</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 • To work with staff to set up and embed the use of curriculum levels through creating junior markbooks • Continue to gather and use feedback from Whaanau, student engagement • Continue to use a puuraakau methodology to gather and report on data/evidence from Whaanau and students • Te Hurihanganui PL use of Te Ara O Tino Rangatiratanga observations and surveys 	HM HOLAs Whaanau Team	<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> <p>I1 A3 MO2: Systems established that create and use appropriate data in a timely and regular manner across each term. Including the introduction of junior markbook for tracking junior curriculum levels</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: Use of Curriculum Levels summaries within Learning Areas</p>

	<ul style="list-style-type: none"> Review the Learner Profile Assessment Wheels and current data 	NG MN MP	
	<p>I1 A4: Continue to align the way we celebrate success with the Learner Profile:</p> <ul style="list-style-type: none"> Refine the process for nominations of Piki Atu Ki Te Rangi and Nga Kete O Waananga Continue to grow the Maunga stories and the passports as indigenous methods of celebration and recognition 	MP DAV NR	<p>I1 A4 MO1: The number of staff recommending students for Nga Kete O Waananga increases in number and diversity</p> <p>I1 A4 MO2: Use the Akoranga Conferences to show Learner profile portfolios</p>

**Additional mahi to support Intention 1 is detailed at the end of this document in the Charter Appendix on pages 48-49 including our Business Academy 2023 Strategic Plan as a further appendix.*

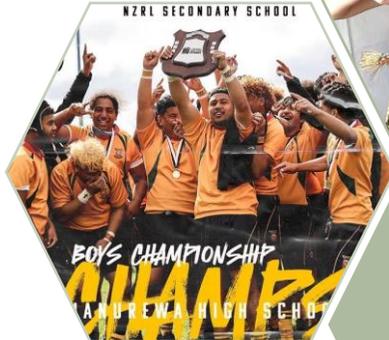
Intention 2

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 3 of integration of language weeks into school practice – linking to Te Ara o Tawhaki</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>LU NG</p>	<p>I2 A1 MO1: curriculum content contribution to kete for each language week to be completed by every learning area</p> <p>I2 A1 MO2: increased student and community connection between Pasifika and Te Ara o Tawhaki so that Pasifika students see themselves in Te Ara o Tawhaki</p> <p>I2 A1 MO3: appoint a Language Weeks Support Coordinator to work with AC1 team to integrate language weeks into kaitiaki and curriculum activities (including term planning)</p> <p>I2 A2 MO1: Flag ceremonies and activities continue to be held for every language week utilizing community connections.</p> <p>I2 A2 MO2: Language week activities improved links within (e.g. Kaitiaki activities) and outside (community based) the kura</p> <p>I2 A2 MO3: increased numbers of whaanau and students participating in at least one external provider community-based activity (e.g. Talanoa Ako, Le Va, Le Toloa, Tupewise, Polyfest, Heart Foundation Nutrition, Digital Connect Project)</p> <p>I2 A2 MO4: increased number of students and whaanau participating in at least one school-based Pasifika activities (e.g. Talanoa updates, NCEA ma le Pasifika, MOE etc.)</p>

	<p>I2 A3: Align and strengthen links between Pasifika Council and Polyfest Student Leadership and Mana Pasifika staff</p>		<p>I2 A3 MO1: increased attendance to Polyfest Leadership conferences open to all students.</p> <p>I2 A3 MO2: Mana Pasifika staff mentoring Pasifika Council and Polyfest student leadership to run Polythanksgiving</p> <p>I2 A3 MO3: Pasifika Council and Polyfest Student Leadership to lead Language weeks activities in Kaitiaki and cultural celebrations</p>
	<p>I2 A4: Continue to develop Aromihi – Te ara o tino rangatiratanga</p> <ul style="list-style-type: none"> • Continue to implement Professional Growth Cycle elements within Aromihi • Review the Aromihi template to be reflective “how has this changed my practice” • Implement Phase 2 of Aromihi – middle leaders' development in observations (te Ara o Tino Rangatiratanga) Talanoa, reflections <p>I2 A5: Continue to develop staff capacity with Te Ara o Tawhaki, Tapasā, Te Hurihanganui, Pacific Values Framework</p> <ul style="list-style-type: none"> • Continued engagement with Maaia work (Dr Michelle Johannson) • Continued Ann Milne PL with Middle Leaders - growing the cultural identities of Tangata Tiriti in Aotearoa • Continued Mana Pasifika Leadership PL • Implement Pacific Values Framework & Tapasā PLD 	<p>LU</p>	<p>I2 A4 MO1: Aromihi reflects all elements of the Professional Growth Cycle</p> <p>I2 A4 MO2: Aromihi template reviewed by end of Term 1</p> <p>I2 A4 MO3: Increased opportunities in Term 4 to share and discuss completed Aromihi reflections</p> <p>I2 A4 MO4: Aromihi reflections show an increased understanding and application of the Professional Standards</p> <p>I2 A4 MO5: Increased PLD for middle leaders in te ara o tino rangatiratanga (observations)</p> <p>I2 A5 MO1: At least two groups complete the first level with Ann Milne PD and two groups complete second level</p> <p>I2 A5 MO2: Maaia research completed</p> <p>I2 A5 MO3: Qualitative data and Aromihi reflections show increased understanding of Pacific Values Framework and Tapasā</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 MN NG Mana Whenua Maaia</p>	<p>I2 A6 MO1: Continue Mana Whenua consultation, continue research and present to the Board once completed for possible implementation 2024</p>
	<p>I2 A7: Continue to develop a coordinated Pathways programme for 2023 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: 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 MO2: Every Y12 leaver & Y13 student has a pathway identified and the necessary support in place by the end of Term 3</p> <p>I2 A7 MO3: 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> <ul style="list-style-type: none"> • To have all Year 11-13 students with Level 1 literacy this year and have as many Year 10 students as possible with some literacy & numeracy credits • Strongly embed the shared school wide Reading (Panui) and Writing (Tuhituhi) Tools into all Learning Areas • Learning Areas taking a lead in Formal Writing leaving the English Learning Area to focus on the Creative Writing and Grammar aspects of the proposed new literacy testing 	<p>LU NG</p>	<p>I2 A8 MO1: Target all Year 10 teachers / Learning Areas skill to build confidence in teaching the Writing Process led by LPI's. This includes all teachers being able to create a targeted / bespoke PEEL paragraph task that is appropriate to the context and writing required.</p> <p>I2 A8 MO2: All Learning Areas to offer at least 1 Literacy or Numeracy standard to Year 10 students.</p> <p>I2 A8 MO3: All Learning Areas have a literacy coordinator/team that works with the relevant LPI and Literacy has a 15-20 min practical reading and writing resource sharing on LA agendas once a month</p> <p>I2 A8 MO4: All Hybrid learning guides have a Reading and a Writing activity.</p> <p>I2 A8 MO5: Trial pilot tasks linked to new literacy requirements in Year 10/11 Literacy programmes along with asTTle testing for Reading and Writing 3 times a year in both Year 9 and Year 10.</p>

	<ul style="list-style-type: none"> • Practical testing of our capacity in preparation for the new Literacy and Numeracy requirements 		<p>I2 A8 MO6: Grow developmental academic writing programme for 1 Akoranga per week for all year 11 students focusing on essay and report writing to achieve at least one literacy standard to support all Year 11s gaining literacy in 2023.</p> <p>I2 A8 MO7: Be more explicit in sharing cross lingual literacies in Year 11 LLP and build links to Language Weeks</p> <p>I2 A8 MO8: Continue to strengthen AsTTle Reading and Writing teaching and assessment through the junior planning process making tasks more relevant within the English and other LAs. AsTTle Reading and Writing to be tested 3 times a year each.</p> <p>I2 A8 MO7: Collaboration of Language integration using varied indigenous texts and local, national and global resources to continue gap closing by extending increases that move Maori and Pacific students AsTTle movement through more than one level.</p>
	<p>I2 A9: Continue to support digital equity initiatives and embedding effective use of technology to promote transformational ePedagogy:</p>	NR HK	<p>I2 A9 MO1: By Term 2 our data shows ALL students either own or have access to a school loan device that can be used at school and if possible outside school hours to support ubiquitous learning.</p> <p>I2 A9 MO2: We have engaged in a community outreach programme which provides a device and digital fluency support to whaanau.</p> <p>I2 A9 MO3: DPI audit of our teaching programmes shows that all students are supported with online engagement and hybrid learning.</p> <p>I2 A9 MO4: DPI data shows that all Learning Areas have been supported to make more effective use of technology to</p>

			<p>embed transformational ePedagogy and hybrid learning based on APPs and technology that is most suited to their practice.</p> <p>I2 A9 MO5: DPI PL continues to support staff to build their skills with Microsoft apps, with a focus within the Teams environment</p>
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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: Create a working group to review and update school policy relating to the Hauora of our LGBTQ community.</p> <p>I3 A2: Continue to gather aakonga and whaanau voice to inform future actions in supporting Hauora.</p> <p>I3 A3: Quiet zone established within the Maara for staff to access as and where needed.</p> <p>I3 A4: Bi-termly whanaungatanga / kai organised for all staff.</p>	<p>NG SP</p>	<p>I3 A1 MO1: Working group established, waananga held and policy/s reviewed, updated and approved by the Board of Trustees by the end of 2023.</p> <p>I3 A2 MO1: Puuraakau research carried out with students and whaanau and key findings / recommendations are implemented as actions for Charter 2024.</p> <p>I3 A3 MO1: Container converted, pergola built and furnishings added.</p> <p>I3 A4 MO1: Staff given multiple opportunities throughout the year to whakawhanaungatanga with each other.</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 2023 Charter, although we are not expected to be fully reporting on the framework until January 2024

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

OBJECTIVE 1

LEARNERS AT THE CENTRE
Learners with their whaanau are
at the centre of education

<p>①</p> <p>Ensure Places of Learning are safe, inclusive, and free from racism, discrimination and bullying</p>		<p>②</p> <p>Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures</p>	
<p>Actions for schools and kura</p>		<p>Actions for schools and kura</p>	
<p>Ask learners/aakonga, whaanau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours</p>	<ul style="list-style-type: none"> • Cultural indicators – learner profile, social activists, ako connect, cultural identity groups • Te Hurihanganui • Student Councils • We provide safe identity spaces in a range of areas e.g. ako connect, Maara, Makerspace, Polyrealms 	<p>Partner with family and whaanau to equip every learner/aakonga to build and realise their aspirations</p>	<ul style="list-style-type: none"> • Akoranga Conferences • Prizegiving • Talanoa • Community work/programmes • Puurakau • Language weeks – PL - comms
<p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p>	<ul style="list-style-type: none"> • School policies and practices • PB4L 	<p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/aakonga, staff and whaanau</p>	<ul style="list-style-type: none"> • PL • Relationship with mana whenua • Aromihi • Rongahia te hau observations
<p>Create a safe and inclusive culture where diversity is valued and all learners/aakonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<ul style="list-style-type: none"> • Student councils • PB4L • LSC's • Localised curriculum 	<p>Identify and respond to learner/aakonga strengths, progress, and needs, and learner/aakonga and whaanau aspirations</p>	<ul style="list-style-type: none"> • IEP's • Waananga • Ako connect • Akoranga conferences • Get qualified • Design curriculum choice • Student agency • Student passports • Maara • Makerspace
		<p>Build relationships with Māori, involve them in decision making, and partner</p>	<ul style="list-style-type: none"> • Mana whenua role • Maaori whaanau

		with them to support rangatiratanga, and Māori educational success as Māori	<ul style="list-style-type: none"> • 2 Maaori SLT • Connect with Manurewa Marae
		Collaborate with Māori communities to invest in, develop and deliver Māorimediu learning	<ul style="list-style-type: none"> • Mana whenua relationships • Maaori whaanau • 2 Maaori SLT members • Te Hurihanganui • Connect with Manurewa Marae • Year 9 compulsory Te Reo Maaori • Heritage literacies at Year 11

OBJECTIVE 2

BARRIER FREE ACCESS

**Great education opportunities and outcomes
are within reach for every learner**

<p>③</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs</p>		<p>④</p> <p>Ensure every learner/aakonga gains sound foundation skills, including language, literacy, and numeracy</p>	
<p>Actions for schools and kura</p>		<p>Actions for schools and kura</p>	
<p>Work with whaanau and Pacific families to identify and understand barriers that may prevent learners/aakonga from accessing, participating, or remaining engaged in schooling, and work to address them</p>	<ul style="list-style-type: none"> • Polycamp • Talanoa • Te ara tokai • Kaahui Ako AC2 Transition • Akoranga conferences • SENCO • Data • Waananga 	<p>Ensure all learners/aakonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p>	<ul style="list-style-type: none"> • Language weeks • Learner profile • Y11 language and literacies • Poly realms
<p>Ensure disabled learners/aakonga and staff, those with learning support needs, gifted learners/ aakonga, and neurodiverse learners/aakonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p>	<ul style="list-style-type: none"> • LSC's • SENCO • Teacher Aides • LS Hub • Learning support classes • IEP's • ELL • Reframe gifted student councils • Waananga 	<p>Identify learners/aakonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p>	<ul style="list-style-type: none"> • Te ara hau • Ako connect • Learning support • Mentoring • Roopu connect • Student passports • Partners to MIT • Unrealised potential student programme
<p>Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whaanau</p>	<ul style="list-style-type: none"> • BYOD • Loan devices • Free wi-fi to whaanau • External partnerships e.g. Skinnyjump free wifi • Take MOE donation in lieu of parent donations • School lunches 	<p>Value the heritage languages spoken by Pacific learners/ aakonga, and provide opportunities to use and to build on them</p>	<ul style="list-style-type: none"> • Level 1 languages and literacies • Community programmes • Grown languages • Language weeks • Pasifika council / studies • Poly realms

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference
for learners and their whaanau

<p>⑤</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>		<p>⑥</p> <p>Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce</p>	
<p>Actions for schools and kura</p>		<p>Actions for schools and kura</p>	
<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p>	<ul style="list-style-type: none"> • Mana whenua role and representation on the Board • Manurewa Marae • 2 Maaori SLT members • Relationship with mana whenua 	<p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p>	<ul style="list-style-type: none"> • PL – Te Hurihanganui and Anne Milne • Rongohia te hau • e-learning PL • Pasifika leadership • PRT’s programme • DPI’s • LPI’s • Curriculum data
<p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p>	<ul style="list-style-type: none"> • Pepeha framework • Karakia • School bell • Haka waiata • PL – Anne Milne • Aspirations 	<p>Develop teacher/kaiako confidence and competence to teach diverse learners/aakonga with varying needs, and to appropriately modify teaching approaches</p>	<ul style="list-style-type: none"> • Aromihi • Learning support PL • PL – Maia etc.
<p>Talk with learners/aakonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<ul style="list-style-type: none"> • Pepeha framework • Karakia • School bell • Haka waiata • Normalising Te reo via emails • PL • Language weeks • Using whakatauki • Te ara o Tawhaki 	<p>Expect and support teachers/ kaiako to build their understanding of learners’/ aakonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<ul style="list-style-type: none"> • Language weeks and language week PL • Kaitiaki • Enrolment form WEAP profile • Localised curriculum • Identity groups • Akoranga conferences • Tikanga/Kawa

OBJECTIVE 4**FUTURE OF LEARNING AND WORK**
Learning that is relevant to the lives of New Zealanders
today and throughout their lives

7

Collaborate with industries and employers to ensure learners/aakonga have the skills, knowledge, and pathways to succeed in work

Actions for schools and kura

Support learners/aakonga to see the connection between what they're learning and the world of work

- Pathways
- Trades Academy
- Business Academy & Business Partnerships
- Education to Employment Programmes
- Donald Pearson Farm
- P-Tech
- Waananga
- High Performance through Sport
- Health Science Academy
- Young Enterprise programme
- Makerspace
- Maara

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

- Women in Trades
- Women in Sport
- Health Science Academy
- Digi wahine P-tech programme
- Te ara hau wahine

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/aakonga to succeed in education

- Everything above
- Waananga

Key Staff Reference:

JE	Pete Jones	Principal
DAV	Sarah Davies	Principal's PA
LOC	Julie Lockie	Business Manager
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
SP	Katie Spraggon	Deputy Principal
HM	Michelle Hards	Data & Achievement Manager
GBN / OR	Leanne Gibson / Emma O'Riordan	Business Academy
OV / TL	Peter Oliveti / Mele Ta'e'iloa	Student Leadership
PK	Steve Perks	Trades Academy Director
TL / RM / LX / WR	Mele Ta'e'iloa / Rekha Ram / Gabrielle Luxton / Ben Wheeler	Digital Pedagogy Innovators
DZ / SH	Frances Diaz / Shalini Sharma	Literacy Pedagogy Innovators
KCH / PPA	Krishna Chamallamudi / Prerak Patel	Network Administrators
BABOT	Leanne Gibson / Ryan King	Business Academy Board of Trustees
BOT	Leanne Gibson, Julie Lockie, Ryan King, Velma Sitene (Staff Rep), Richard Thornton, Talia Brown, Laina Mana'o, John Ikinepe, Penina Ifopo, Sarai Makara-Moreland (Student Rep), Pete Jones (Tumuaki / Principal)	Board of Trustees
EOTC (PZ)	Nick Perez	Education outside the classroom
HOLA		Head of Learning Area
Kaitiaki		Whaanau Tutors
PN (LU)	Manaia Lulu	Principal's Nominee (NZQA)
SCT (DZ)	Frances Diaz	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 2023

Attendance through student management system (KAMAR)

	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	% of student attendance in class	80.6%	73.8%	80.3%	87.1%	74.9%	90%
Maaori	% of student attendance in class	74.6%	70.4%	75.5%	84.2%	70.2%	90%
Pasifika	% of student attendance in class	80.4%	73.2%	79.8%	87.6%	74.3%	90%

Retention whole school (1 July Roll Return - 2022)

Year	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
9	405	459	420	484	420	
10	533 (100%)	425 (105%)	468 (105%)	436 (104%)	474 (98%)	
11	433 (100%)	524 (100%)	406 (96%)	455 (97%)	442 (101%)	
12	378 (85%)	386 (89%)	481 (100%)	371 (91%)	407 (89%)	
13	308 (83%)	316 (84%)	310 (80%)	458 (100%)	303 (75%)	
Total	2007 (70%)	2068 (70%) (244 – 54%)	2042 (72%) (246 – 57%)	2129 (79%) (346 - 67%)	2046 (75%) (270 – 67%)	

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 - 2022)

Year	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
9	76	71	87	97	90	
10	73 (101%)	71 (93%)	75 (106%)	86 (99%)	96 (99%)	
11	52 (98%)	68 (93%)	71 (100%)	75 (100%)	89 (103%)	
12	38 (62%)	42 (81%)	60 (88%)	59 (83%)	61 (81%)	
13	30 (69%)	28 (74%)	32 (76%)	54 (90%)	53 (90%)	
Total	269 (49%)	280 (46%)	325 (52%)	372 (75%)	389 (70%) (41 – 54%)	

Female Maaori (1 July Roll Return - 2022)

Year	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
9	53	85	76	80	79	
10	65 (103%)	56 (106%)	89 (105%)	80 (105%)	84 (105%)	
11	66 (113%)	61 (94%)	50 (89%)	78 (88%)	96 (120%)	
12	42 (74%)	53 (80%)	54 (89%)	45 (90%)	76 (97%)	
13	30 (70%)	30 (71%)	34 (64%)	41 (76%)	42 (93%)	
Total	256 (42%)	285 (49%)	303 (49%)	324 (65%)	377 (79%) (31 – 58%)	

Bold = apparent student retention from Y9 – Y13 / **Green** = the actual % of students who started in Y9 and completed 5 years at Manurewa High School

Stand Downs through student management system (KAMAR)

	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	Number of students per 100 students who were stood down	5	11	4	4	7	<7
Maori	Number of Maaori students per 100 students who were stood down	7	10	1	1	2	<2
Pasifika	Number of Pasifika students per 100 students who were stood down	6	14	2	2	4	<3

Engagement (own school data)

	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed	2023 Agreed
At school learning is relevant and links to the real world	75%	75%	71%	74%	70%	
At school learning is personalised to my needs	70%	70%	78%	70%	71%	
At school I can explore new ideas	81%	75%	70%	70%	70%	
Teachers make learning interesting	72%	70%	70%	72%	72%	
Teachers and parents work together	42%	70%	80%	75%	75%	
Teachers care about how I feel	70%	75%	81%	80%	80%	
Teachers are interested in my culture or family background	64%	67%	75%	73%	75%	
Students have a say in what happens at school	62%	72%	70%	75%	70%	
At school people accept me for who I am	72%	75%	75%	70%	70%	
I work at home to extend my learning	51%	55%	70%	75%	65%	
Teachers challenge me to think more deeply	76%	72%	70%	70%	70%	
Teachers encourage a positive attitude towards learning	75%	82%	80%	80%	80%	
Teachers think that all students can do well	73%	75%	79%	76%	70%	
I am proud of my school	77%	82%	84%	85%	85%	
I am proud of who I am and where I come from	85%	89%	87%	87%	90%	
The school shows pride in Maaori culture	77%	80%	80%	82%	80%	
Students treat each other with respect	61%	64%	69%	65%	65%	
Teachers always take action if someone is being hit or bullied	69%	74%	71%	70%	72%	
Teachers treat students fairly	65%	65%	70%	70%	75%	
I feel safe at school	74%	78%	81%	80%	80%	

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)

2022 - Based on 50 students from each year level (250 students)

<i>New questions asked in 2021 & 2022</i>	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed	2023 Agreed
I am confident using online learning platforms such as Schoology and Education Perfect				85%	85%	
I am able to stay engaged with my learning online				52%	50%	
Teachers make learning interesting online				60%	70%	
I feel safe online				60%	65%	

Achievement through NCEA (NZQA data - roll based)

	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	Level 1 passes Y11	48.4%	54.6%	63.7%	54.9%	48.9	75%
	Level 2 passes Y12	71.9%	65.1%	74.9%	69.6%	65.2	75%
	Level 3 passes Y13	59.7%	65.4%	70.0%	74.8%	60.6	75%
	University Entrance	24.6%	25.5%	27.8%	28.5%	19.0	35%
Maori	Level 1 passes Y11	40.4%	47.5%	53.4%	50.0%	38.0	75%
	Level 2 passes Y12	59.6%	57.3%	71.9%	61.9%	61.4	75%
	Level 3 passes Y13	60.6%	54.1%	60.0%	70.4%	50.6	75%
	University Entrance	18.2%	6.6%	18.6%	19.4%	4.8	35%
Pasifika	Level 1 passes Y11	43.5%	52.0%	61.3%	54.2%	49.3	75%
	Level 2 passes Y12	71.7%	62.7%	71.7%	65.0%	65.0	75%
	Level 3 passes Y13	53.2%	64.4%	69.2%	76.2%	59.9	75%
	University Entrance	19.7%	17.8%	18.9%	24.7%	12.5	35%

Merit endorsements (NZQA data - roll based)

	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
Year 11 Level 1 All	31.9%	23.3%	22.3%	24.5%	21.8%	25%
Year 12 Level 2 All	10.8%	6.4%	8.9%	13.0%	8.7%	15%
Year 13 Level 3 All	12.0%	10.6%	9.4%	11.3%	8.0%	10%

Excellence endorsements (NZQA data - roll based)

	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
Year 11 Level 1	7.2%	2.5%	4.8%	6.5%	10.7%	15%
Year 12 Level 2	4.5%	3.0%	3.6%	8.0%	2.4%	10%
Year 13 Level 3	3.7%	6.3%	3.1%	3.1%	3.7%	5%

asTtle

	End of year or better	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	Y9 – Level 4	62.0%	58.0%	53.2%	44.4%	60.6%	70%
	Y10 – Level 5	27.0%	20.0%	17.3%	15%	21.5%	30%
Maori	Y9 – Level 4	57.0%	57.0%	43.9%	40%	64.4%	70%
	Y10 – Level 5	31.0%	18.0%	18.4%	8.8%	15.2%	30%
Pasifika	Y9 – Level 4	58.0%	54.0%	53.3%	41.2%	57.2%	70%
	Y10 – Level 5	18.0%	15.0%	14.8%	12.9%	16.4%	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

2022 actual data was measured at the end of term 3 (at the start of term 1, 44.7% of Y9 were at L4 or above & 15.9% of Y10 were at L5 or above)

Leavers Data

Achievement from Education Counts (2022 data not available until term 2, 2023)

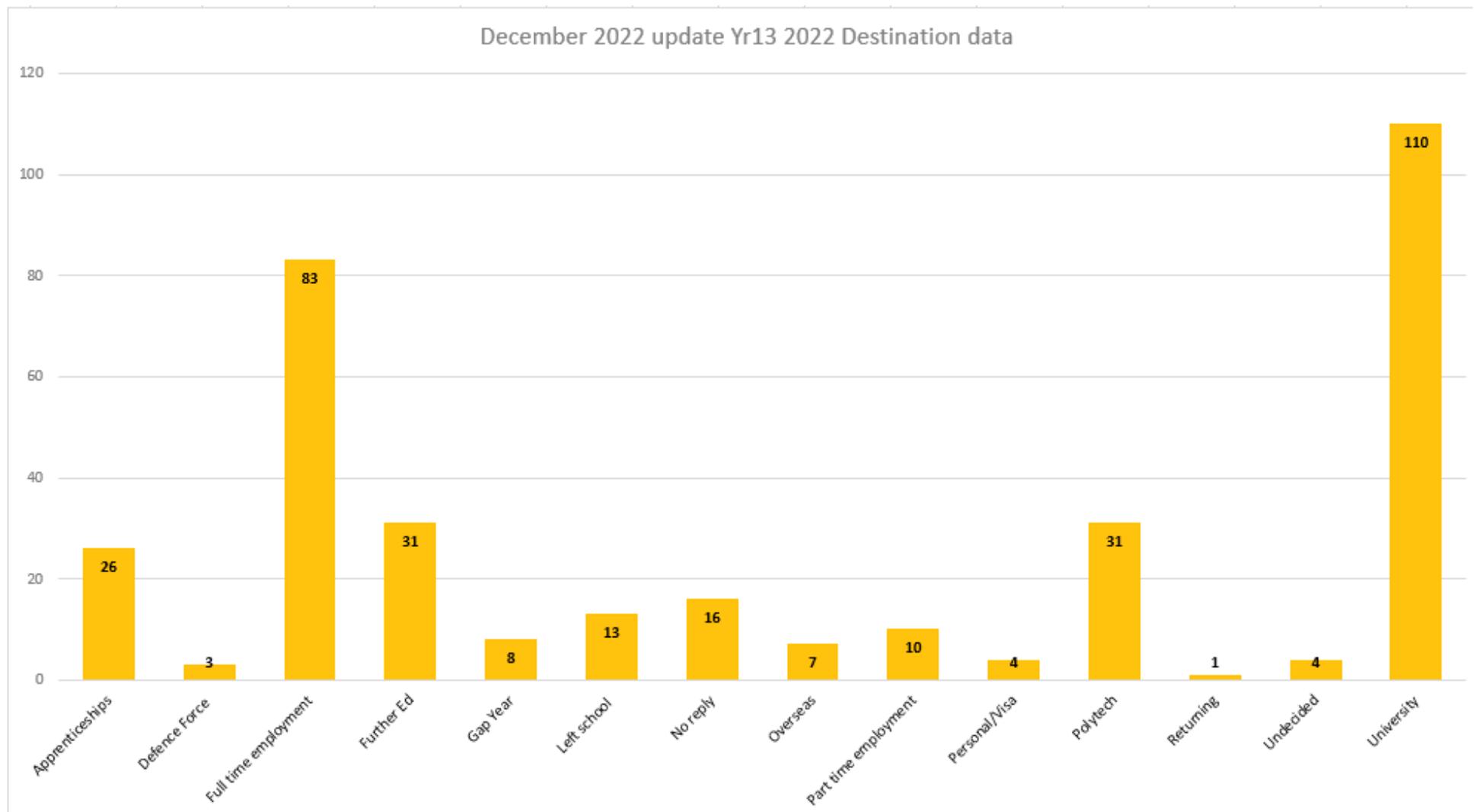
	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
All	Level 1 or better	85.1%	80.2%	83.3%	87.0%	Data not yet available	
	Level 2 or better	71.7%	69.4%	74.9%	79.2%		
	Level 3 or better	45.7%	45.9%	54.3%	61.9%		
Maaori	Level 1 or better	81.9%	69.0%	72.1%	79.6%	Data not yet available	
	Level 2 or better	62.1%	51.2%	59.5%	68.7%		
	Level 3 or better	35.3%	29.5%	38.7%	50.3%		
Pasifika	Level 1 or better	83.2%	79.7%	84.1%	86.4%	Data not yet available	
	Level 2 or better	70.0%	69.5%	76.0%	77.7%		
	Level 3 or better	42.9%	44.7%	53.1%	60.8%		

Retention data from Education Counts

Percentage staying until at least 17 years of age (2022 data not available until term 2, 2023)

	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
All	81.1%	75.5%	82.1%	88.4%	Data not yet available	
Maaori	74.1%	61.2%	68.5%	80.3%	Data not yet available	
Pasifika	80.4%	76.6%	83.0%	87.1%	Data not yet available	

DESTINATION DATA from MHS Pathways Team (2022 confirmed data not available until term 2, 2023)



MANUREWA HIGH SCHOOL BOARD OF TRUSTEES STRATEGIC REVIEW & SUMMARY

Reflections:

The Board elections in 2022 introduced several new members to the Manurewa High School Board and a new Chairperson. All new members to the Board were able to attend the 2022 NZSTA Conference which was a very successful PLD opportunity on Board related Governance matters.

The new Board have been working with the SLT School Leadership team on the Charter for 2023 and, as part of that process, they have conducted this Strategic Review on the school's progress over 2022 and the direction for 2023.

In particular, the new Board has reflected on the expectations of the Education Review Office (ERO), the new National Education and Learning Priorities – 2023 (NELPS) from the Ministry of Education (MOE) and the “Next Steps” as outlined in the Charter 2022.

The Key Focus areas from within the 2022 Charter were:

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 will review the progress in 2022 as related to the Key Focus Areas above.

The Data Analysis, as supplied by the school, will focus on Areas 3 and 4.

The Charter 2023 priorities incorporate areas 1, 2, 5 and 6.

ERO: School Improvement Framework – Key Performance Areas

Learners

- Learning progress and achievement
- Te Tiriti O Waitangi
- Inclusive Learning Climate
- Well-being and Safety

- Responsive Curriculum Planning
- Effective Teaching
- Leadership and Capability
- Partnerships
- Stewardship
- Evaluation for Improvement

Six dimensions of good practice

- Student Learning
- Effective Teaching
- Leading and managing
- Governing
- School culture that is safe and inclusive
- Engaging parents, whaanau and communities

ERO Evaluation Principles:

- The Child is the heart of the matter
- Use evidence that is observable and measurable
- Evaluation indicators to be research-based, iterative and reviewable
- Evaluation indicators to align with government and ERO priorities
- Ensure consistency across the review process – ongoing, cyclical process
- Honour the principles of the Treaty of Waitangi and the aims of Ka Hikitia

Leading Systematic Change – ASCD Learning 2025 Summit – Executive Workshop

Informative Reflections

- The Brain is always changing – no such thing as an ‘average’
- No 2 brains are the same – brain pressure affects learning
- Relationships carry learning through pressure
- Reward/Punish is problematic for Learning
- See, acknowledge, include what the Learner brings

- Crisis gives birth to systematic changes
- Fight, flight, freeze – real reaction in facing new learning challenges
- Sense of belonging (culture), acceptance (social), acknowledgement (academic) and support
- Remove barriers to engagement – move towards the Learner and with where they are at
- Respond to individual needs
- Bring Joy back into learning- it is not all about testing
- What do you want for your school, community etc. in 2025
- Collaboration the key
- Mobile Pathways – no one size fits all
- “If it is not working for one of us then it is not working for all of us”

The Ministry of Education (MOE) NELPS (National Education and Learning Priorities – 2023) – see pages 21-26 for a current school audit as we await MOE guidance regarding the new strategic planning and reporting format.

Charter Review: 2022 for 2023

The Manurewa High School Board met in October 2022 to continue to review the school’s progress since the last ERO visit in 2018 as part of preparation of the 2023 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 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
- Continued redesign of 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
- Make better use of data for internal evaluation of what is working well for students' and where improvements are needed
- Increase equity in the classroom with each teacher
- Create consistency between teachers in the same courses
- Building Teacher Capacity
- Ensure community consultation regarding the health curriculum

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 Ta Ako 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. 2022 observations were able to go ahead in Term 3.

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 providing specific NCEA, Literacy, eLearning and curriculum planning PL.

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 2022 and 2023 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 in 2023 a full time OARS funded Specialist Support teacher. We have recently been able to complete an initial ERO Specialist Service Standards Review audit and 2021 completed a full review. In addition, we will be starting our fourth group of *Te Ara Hou Tane and we introduced a Wahine group in 2021. Our second Tane and first Wahine groups have now progressed into a co-constructed senior Trades course. We have also established our Te Aka Tokai programme which supports new enrolments throughout the year to have a positive transition into our kura.

*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:

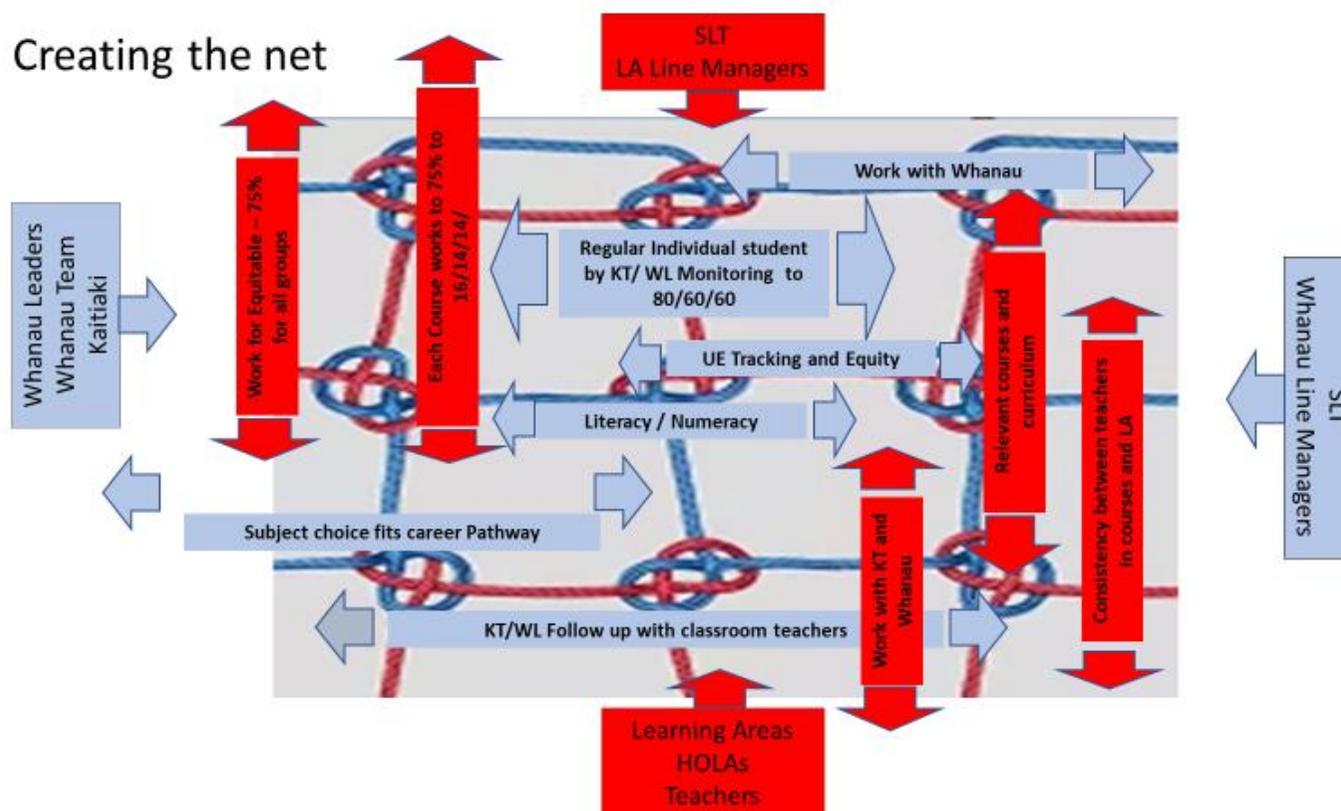
- To increase equity in each class, with each teacher
- To create consistency between teachers in the same courses
- Both require more focused use of data by both teachers and HOLAs
- Building Teacher Capacity

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 2022 and continuing in 2023 (as detailed in our Charter actions and the net diagram below) is to continue to create and utilise connected systems to better analyse and use data for Junior and Senior students:



Building Teacher Capacity

We continue to develop our Aromihi programme for all staff – Te ara o tino rangatiratanga along with staff capacity with Te Ara o Tawhaki, Tapasā, Te Hurihanganui and the Pacific Values Framework as detailed in Intention 2, Actions 4 and 5.

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 2022 for the Charter Targets

- The school students, staff and whaanau along with the wider community have again been significantly impacted by COVID-19 and the high levels of cases in our community throughout the year and the ongoing disruption to learning this has caused
- Irregular attendance is one of the key barriers to student achievement
- Maintaining akoranga engagement online when students have been away from school 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 and shared with our community
- The Learner Profile continues to be embedded across the curriculum and explicitly mapped to our 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 Destination Data is a genuine success indicator of the “Value Add” that the school delivers

CHARTER 2023 – BOARD SUMMARY - *The Board of Trustees has worked with the Senior Leadership Team to develop the 2023 Charter*

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

- Tracking the key engagement indicators of; attendance, engagement 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 2023 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
2018	2,367,200	312,419	66.4
2019	2,126,294	301,312	67.61
2020	3,042,032	898,820	67.13
2021	4,753,056	2,417,211	70.88
2022			

MANUREWA HIGH SCHOOL CHARTER 2023 BOARD STRATEGIC REVIEW REFLECTIONS

Key Focus areas from within the Charter

1. Improve learning outcomes for all students
2. Continue to create an increasingly challenging and engaging local 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 **5** above.

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 2022 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. It is clear from the data below that our Maaori and Pasifika students benefited from the UEG system in place in 2021 as a more fair and equitable means of assessment of their learning. With a return to external examinations and the ongoing impact of COVID, results have dropped in 2022. Whilst this drop is reflected nationally, it is clear the impact has been felt more significantly for decile 1 / high equity index rated schools. However, as shown below, our data still compares above national for our Pasifika and Asian students and very close for Maaori as well as being clearly above all the national decile 1 statistics.

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
2022	60.6	67.2	52.2

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

Ethnicity 2022			
Maaori	50.6	54.5	43.0
Pasifika	59.9	57.9	56.1
European	55.8	70.8	43.2
Asian	75.9	72.8	68.0

‘Get Qualified’ success for our leavers is reflected in our Destination data. Destination Data shows that 90% of Year 13 leavers have gone into; Meaningful (M) Education (E) Employment (E) and /or Training (T) – MEET: Exceeding expectations.

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 2023 goal, intentions and actions expressed in the annual plan and the targets for 2023.

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

Whaanaungatanga – 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>JE LOC</p>	<p>Fale and additional carvings completed by T4 LSC office refurbishment T4 Whare Kai Trailer T2 Solar Panel Covers (Pool / Dance) 2024 Decking / shade / seating E block T3 Science planning & development T3 Master Plan completed and replacement classroom / roll growth programme agreed T1.</p>
	<p>Continue to test our Learner Profile is ‘fit for purpose’ through the continued development of our community and business partners and programmes.</p>	<p>JE, Business & Trades Academies</p>	<p>Key Question: Is our Learner profile ‘fit for purpose’ in relation to the ‘future of work’? *Business partner engagement continues throughout the year and the number of engagements increase *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 645 places. Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers.</p> <p><i>*Further detail can be found in the Business Academy 2023 Strategic Plan attached</i></p>
	<p>Continue to develop and grow Waananga programmes and their explicit links to our Learner Profile:</p> <p>Kaiako continue to offer a range of Waananga programmes that strengthen and support Local Curriculum Design, Cultural Identity and Hauora</p>	<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>Support Kaiako to offer experiences in the Waananga programme, that do not have space in a traditional classroom.</p> <p>Continue with community outreach, which includes having external agencies contributing to the Waananga programme.</p> <p>Support Waananga programmes that offered integrated / cross curricular learning / LP assessment wheels. Use a pro-forma and interview Waananga Kaiako</p> <p>Support Waananga that offer credits with an Assessment for Learning approach.</p>	<p>Create a list of Waananga that fall outside the “Traditional” part of the Vā Ta Ako</p> <p>Aim for a 10% increase in 2023 of Waananga offered by community groups and external agencies.</p> <p>Collate data through a puurakaau methodology.</p> <p>Collect evidence of the Waananga adopting an Assessment for Learning approach with possible ongoing evidence gathering and track the number of credits offered.</p>
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