



Mana College Charter 2017-2020



Mana College

Mana College was established in 1957 as the first college in the Porirua Basin. It is a state, co-educational school from Year 9-13. The roll currently comprises 63% Maori, 20% Pasifika, 5% Asian and 8% New Zealand European.

Mana College is situated in Takapuwahia, and draws primarily from Titahi Bay, Elsdon, Ranui Heights, Porirua City Centre and parts of Porirua East, although students from other areas are welcome to enrol. The College benefits from its proximity to the ocean and the harbour and is in the heart of the Ngati Toa rohe. The school's name and land was gifted by Ngati Toa kaumatua. The college values its special relationship with local iwi.

The local community is characterised by ethnic diversity, strong sporting involvement, noticeable influence from churches and secular groups and a strong sense of identity and resilience.

The College is proud of its distinctive multi-ethnic composition and strives to cater for the full range of student abilities. It is a supportive and inclusive community where students, staff and parents work together to create an environment where everyone is valued and each student is challenged.

The College is committed to providing a curriculum which will meet the needs of students in a 21st century modern world. It is based on core skills and key competencies that establish a firm foundation for all students allowing them to move on to employment, further education or vocational training. We work hard to foster inquiry, high expectations and an interest in learning amongst our students. We also provide a range of sporting, cultural and recreational opportunities. These opportunities involve staff, family and our community because we believe education is more than just academic success. Whānau can choose partial instruction in Te Reo for their student through placement in our 'E Tipu e Rea' programme.

The college offers a safe, caring environment which encourages self-management and respect for the rights of others.

Mana College Vision and Commitment

Our Vision

We come curious and leave inspired.

We expect success every day.

Success together; success for our futures.

Our commitment

Mana College will support students to achieve through:

- demonstrating pride – in our school, our cultures, our community and ourselves.
- high expectations – of everyone at the College.
- clear and purposeful pathways – each student has a personalised plan for their future.
- meaningful achievement – building a foundation for future success in the 21st century.
- a sense of identity and connection to their local and global community.

Goal 1
To raise student achievement through an appropriate curriculum and effective teaching

- High expectations
- A dynamic Mana College Curriculum
- Effective teaching to accelerate learning
- Develop 21st century habits for learning

Goal 2
To raise student achievement through purposeful pathways, targeted support and responsive teaching

- Personalised Learning Plan
- Learning support
- Māori achieving success as Māori

Goal 3
To raise student achievement through effective governance and management of people, finances and property

- Effective governance
- Managing people
- Managing finances
- Project design property

2017 Achievement Targets

<i>JUNIOR COLLEGE</i>						
<i>Position in 2016</i>			<i>Target for 2017</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Rationale</i>
Year 9 Reading AsTTle (Nov)			<ul style="list-style-type: none"> The 31 students at Level 2-3 in Yr 9 will accelerate their progress and be able to successfully access NZC level 4. The 33 students at Level 2-3 in Yr 10 will accelerate their progress and be able to successfully access NZC level 5. 	<ul style="list-style-type: none"> All teaching staff will be involved in training of Spiral Inquiry with a common focus on questioning with an emphasis on using evidence to inform practice Cross-curricular inquiry groups will be established to support transfer of training through coaching. A small literacy team will support tutorials for at risk groups. Establish a system and process for tracking and monitoring progress through learning advisory systems. 	Literacy leader School PLD Learning Area leaders Teachers SENCO	<ul style="list-style-type: none"> 60-65% of Year 9 enrolment at Mana College read at curriculum level 2 or 3 as measured on AsTTle test for Reading at Year 8. Historical data indicates learners operating at curriculum level 4P are likely to gain achieved grades in Year 11 in NCEA. It is vital that 'at risk' learners are given engaging rich tasks in all classrooms as well as additional support for reading.
Level	Number	%				
2B	0	0				
2P	6	10				
2A	5	8				
3B	2	3				
3P	9	15				
3A	11	18				
4B+	27	45				
Total	60	100				

NCEA ROLL BASED					
Position in 2016		Target for 2017	Actions	Responsibility	Rationale
Level	%	%			
Yr 11 – 1	78.2	80	<ul style="list-style-type: none"> • Each senior student will develop a learning plan which sets an outline for achieving NCEA. • Tracking and monitoring of individual learners' progress by Deans. • The 20 students at Year 11 at risk of not achieving NCEA Level 1 will achieve this qualification. • The 26 students at Year 12 at risk of not achieving NCEA Level 2 will achieve this qualification. • The 25 students at Year 13 at risk of not achieving NCEA Level 3 will achieve this qualification. • Gifted and Talented students will be provided with programmes, experiences and mentors who can support their learning plan. • Importance of gaining endorsements is emphasized to learners at all levels. • Students set learning goals regarding Merit and Excellence endorsements. 	All staff Deans Learning Advisors Subject teachers Learning Area Heads SLT	<ul style="list-style-type: none"> • We want all students to leave school with a minimum of NCEA Level 2. • We want our students to be able to access vocational pathways of their choice. • Teaching and learning must be aligned to the strengths and interests of the students.
Yr 12 – 2	74.1	80			
Yr 13 - 3	53.6	60			
UE	16.1	35			

WELL-BEING				
Position in 2016	Targets	Actions	Responsibility	Rationale
Form time within the school is largely a perfunctory structure at the beginning of the day with little positive value.	<ul style="list-style-type: none"> Each student will develop a personalised learning plan with academic, participation and vocational pathway goals. Students demonstrate critical thinking and problem solving in various learning contexts. 	<ul style="list-style-type: none"> Establish learning advisory structure to build learning relationships between families, teachers and students. Each young person and their whanau will participate and contribute in two learning conferences during the year Learning advisory structure provide opportunity for explicit instruction of learning strategies and reflective practice which are transferred into practice. 	DP Hauora Deans LAs SENCO	<ul style="list-style-type: none"> The Learning advisory structure will be critical in developing a systemic approach to goal setting, mentoring and career development throughout the school.
School participation for sport is at 53% for students and 12% of school staff coaching or managing. Other staff participations in other school events is limited.	<ul style="list-style-type: none"> The 27 students at risk of not achieving in Year 9 & 10 will engage in the sports academy structure. Student participation in sport, cultural and the arts will increase to 80% to meet the needs of young people at college All students have a successful transition to secondary school. 	<ul style="list-style-type: none"> Sports Academy structure developed within the Year 9 & 10 curriculum. Mana's got Talent planned in Term 2. Polyfest hosted in Term 3. Junior production planned in Term 4. Appointment of a Kaitiaki (Youth worker) located in the Year 9 learning hub. STARs programme including Year 9 camp supports transition. 	DP Hauora Deans LAs SENCO	<ul style="list-style-type: none"> The college have partnered with Te Roopu Awhina to support the transition of Maori students and whanau. Through the vehicle of sport a Sports Academy structure will support engagement for learning and wellbeing. A new curriculum and purpose built space in D Block was opened at the beginning of 2017 as a learning hub for young people. The learning hub will be a youth space where young people can feel valued and connected with the school; a space where they can express themselves in art, music and performance.

MAORI ACHIEVEMENT						
Position in 2016		Target for 2017		Actions	Responsibility	Rationale
Level	%	Level	%			
1	84.4	1	90	<ul style="list-style-type: none"> ● Regular monitoring and tracking of student achievement to identify and support Maori learners ● Regular whanau hui dedicated to topics which relate to Maori achievement. ● Meetings held with the ETER whanau to share and discuss achievement. ● Review course selection to ensure Maori learners have access to vocational pathways of their choosing. ● Focus on improving literacy at Yrs 9-10 for all Maori learners. ● Establish a school wide plan and a Lead Group to support Maori success as Maori ● Use student voice to increase engagement and achievement 	Lead group LAH Maori Subject teachers Learning Area Heads	<ul style="list-style-type: none"> ● The school honours its special and unique relationship with Ngati Toa and with Takapuwahia marae. ● Our Maori students need to be as successful academically as in any high performing school. ● At the heart of Maori engagement is the engagement with whanau, hapu and iwi. ● Culturally and relational pedagogy is critical to improvement of outcomes for Maori.
2	72.7	2	80			
3	42.9	3	60			
UE	7.1	UE	50			

PASIFIKA ACHIEVEMENT						
Position in 2016		Target for 2017		Actions	Responsibility	Rationale
Level	%	Level	%			
1	83.3	1	85	<ul style="list-style-type: none"> • Regular monitoring and tracking of student achievement to identify and support Pasifika learners and aiga. • Regular talanoa evenings to share and discuss achievement • Review course selection to ensure Pasifika learners have access to vocational pathways of their choosing. • Focus on improving literacy at Yrs 9-10 for Pasifika learners through inquiry cycles. • Use student voice to increase engagement and achievement for Pasifika learners. • Appraisal systems and PLD include growing awareness of culturally responsive and relational practice. • Celebrating Pasifika through Pacific language weeks, Polyfest, in assemblies as well as in regular school routines, like student notices. 	SLT LAHs	<ul style="list-style-type: none"> • A significant proportion of students and families come from Pasifika backgrounds. • Use of 'Fale Pasifika' framework for lifting Pasifika educational achievement of Titahi Bay School.
2	94.1	2	70			
3	76.9	3	80			
UE	15.4	UE	60			

STUDENT ENGAGEMENT					
Position in 2016		Target for 2017	Actions	Responsibility	Rationale
Level	%	<ul style="list-style-type: none"> • Attendance at Years 9 & 10 will be 90% or above. • Attendance at Years 11-13 will be 90% or above. • The 33 student in Yrs 9-10 with less than 80% attendance in 2016 will attend regularly. • The 27 student in Yrs 11-13 with less than 80% attendance in 2016 will attend regularly. • Intermittent attendance patterns are reviewed and addressed early. 	<ul style="list-style-type: none"> • Focus on improved attendance follow up at learning advisory level. • Target unjustified and intermittent unjustified absences through Dean level. • Link attendance to participation in sport and cultural activities. • Regular meetings with Deans and Form teachers to discuss absenteeism. • Pro-active use of truancy service and RAAYS. • PLD for staff on advisory structure, student management systems and coordinating referrals. 	Learning Advisors Deans SLT Admin staff Subject teacher level	<ul style="list-style-type: none"> • Increased attendance is essential to improving student achievement. • Reasons for student non-attendance can be
Year 9	87.2				
Year 10	83.8				
Year 11	86.1				
Year 12	79.9				
Year 13/14	78.4				

2017 Annual Plan

Goal 1: To raise student achievement through a dynamic curriculum and effective teaching

<i>Focus Area</i>	<i>Expected outcomes</i>	<i>Priority actions</i>	<i>Resourcing and responsibilities</i>	<i>Indicators of progress</i>
High expectations	Teachers appraisal demonstrates a culture of accountability, self responsibility and professional growth.	<ul style="list-style-type: none"> ● Appraisal systems in school show increased ability of teachers and leaders to engage in a range of appraisal conversations for improved student outcomes. This includes those needing to address the gap between current practice and agreed expectations. ● Appraisal for teaching staff includes advisory and leadership roles. 	Coaching model developed by SLT	<ul style="list-style-type: none"> ● Quality of appraisal documentation is improved through teacher inquiry, PLD and coaching models. ● Effective Leadership promotes and participates in teacher learning and development.
A dynamic Mana College Curriculum	Leadership ensures that curriculum development promote students' well being; confidence in their identity, language and culture; and engagement in learning.	<ul style="list-style-type: none"> ● Curriculum design team map curriculum document for 2017-2020 as a touchstone for future decision making. ● Year 9-10 Inquiry projects continue throughout 2017. ● Student pathways mapped from learning plans and 'roadmaps' developed for senior curriculum course design for 2018. ● School wide systems of self review including internal reviews of Learning areas. 	SLT AP Ako Curriculum design team	<ul style="list-style-type: none"> ● Leadership ensures effective planning and evaluation of school curriculum through design at Year 9-10 and senior school. ● Purposeful pathways are evident in course design of curriculum and reflected in timetabling. ● Internal Self review processes are systematic and coherent and opportunity to build capability.
Effective teaching to accelerate learning	Leadership establish conditions for effective inquiry and evaluation of those at risk from achieving.	<ul style="list-style-type: none"> ● Strengthen school self review processes for students at risk and with special needs. ● Teachers develop inquiry based practice for inclusion. ● School review of Learning support domain. 	SLT Learning support TWA SENCO	<ul style="list-style-type: none"> ● Findings from internal report used to improved actions for special needs students. ● Teachers recognise the need to improve their teaching regarding inclusion of special needs students.

<i>Focus Area</i>	<i>Expected outcomes</i>	<i>Priority actions</i>	<i>Resourcing and responsibilities</i>	<i>Indicators of progress</i>
Develop 21st century skills for learning	Learning Advisory's actively involve student groups in learning to learn, managing self	<ul style="list-style-type: none"> • Develop a curriculum document for Years 9-13 on Learning to Learn. 	DP Hauora Deans LAs	<ul style="list-style-type: none"> • Learning Advisory structure provides opportunities for students, parents and whanau to communicate regularly about learning, wellbeing and achievement.

Goal 2: To raise student achievement through purposeful pathways, targeted support and responsive teaching

<i>Focus Area</i>	<i>Expected outcomes</i>	<i>Priority actions</i>	<i>Resourcing and responsibilities</i>	<i>Indicators of progress</i>
Personalised learning plans	School and community are engaged in reciprocal learning centered relationships	<ul style="list-style-type: none"> ● Every student has a learning plan and a series of learning conferences (at least 2) ● Parents, whanau and teachers work together to identify strengths and learning needs, set goals and plan responsive key strategies. 	DP Hauora Learning Advisors Deans	<ul style="list-style-type: none"> ● 80% of whanau participate in learning conferences in March/September. ● Every child develops a learning plan and student voice shows plan is valued by student and whanau.
Learning support	Learning support is provided to students based on assessment and matching of needs and resources	<ul style="list-style-type: none"> ● An on-line register of students with special learning needs which includes their goals, support needed and records evidence of effectiveness. ● All ORS students and family participate in IEP process and are effectively included in mainstream education where practicable. ● Internal review conducted Term 2. 	SENCO LAH Special Needs Learning Advisors	<ul style="list-style-type: none"> ● Te Whare Ako and SENCO performance reviewed through internal review process and recommendations actioned.
Māori students achieving success as Māori	Effective culturally responsive pedagogy supports and promotes student learning	<ul style="list-style-type: none"> ● Maori Achievement Strategy is developed by leadership, whanau and iwi. ● Student identities, whanau and community knowledge, language and culture is represented in curriculum material and involved in the curriculum through project inquiry, ETER and teaching pedagogy. 	SLT LAH LAH Maori Teaching staff	<ul style="list-style-type: none"> ● Maori achievement strategy informs ongoing strategic planning within the college. ● Teaching practices evidenced in appraisal is consistent with cultural responsive and relational pedagogy.

Goal 3: To raise student achievement through good governance and management of people, finances and property

Focus Area	Expected outcomes	Priority actions	Resourcing and responsibilities	Indicators of progress
Effective governance	The Board actively represents and serves the school and community in its stewardship role. The BOT demonstrate effective leadership in all areas of governance	<ul style="list-style-type: none"> The Board meets its obligations of Health and safety under the Mana College health and safety plan. The Mana College operational policy framework is developed and reviewed. Trustees regularly scrutinize the effectiveness of the school is achieving valued student outcomes. 	Statutory intervention	<ul style="list-style-type: none"> Progress regarding the plan is reported twice yearly. Trustee access a range of student data and evaluative data regularly and use it to make good decisions.
Manage people effectively	The school has strong distributed leadership throughout the school	<ul style="list-style-type: none"> Principal performance management is aligned with strategic goals and focused on providing a quality education and opportunities for meaningful achievement for all students. A distributed leadership model is developed throughout the school for all senior leaders, Learning area heads and support staff. 	BOT and Principal	<ul style="list-style-type: none"> The board are responsible for ensuring the Principal's performance management document is completed for 2017. Performance management systems are effective within the organisation.
Manage finance effectively	A budget for 2017 is soundly based and guides spending based on the strategic direction of the college.	<ul style="list-style-type: none"> The Board has prudent management of the school while supporting the development of site and resources. A plan is established for development of ICT within the college. A cash management strategy supports improved financial position. 	Resourcing committee Executive Officer Principal	<ul style="list-style-type: none"> Finances are well managed and governed with resources used to meet school goals. Financial reporting is clear and provides a basis for sound management and governance. Use of financial resources is transparent. An ICT action plan supports the pedagogical needs of the school in the 21st century.
Property Project design for community asset	A master plan and initial design is completed this year.	<ul style="list-style-type: none"> The board develop an educational brief and master plan of the college site with the MOE capital works team which reflects a clear vision for the future. 	MOE capital works team	<ul style="list-style-type: none"> An education brief and master plan is completed and key design stages are scheduled.

