

Mana College

Charter 2020-2022



MANA
COLLEGE



Mana with Mana



This charter and annual plan for Mana college sets out our pathway for learning and achievement in 2020 using the extended metaphors of the Porirua harbour, the double hull canoe and our legendary explorer Kupe.

Our vision for Mana College calls out for us to stand strong and proud in regard to our place, our people and ourselves in the world. Our catch-cry 'Mana with Mana' reminds us to take charge of, to navigate, and to lead our learning journey so that we flourish today and in our future.

After three years of capacity building and gathering vital resources, we now set off into deeper, more challenging waters and have chosen a number of priorities for our school progress and achievement.

A significant master plan for our redesign clearly articulates the school's vision as a community asset for Western Porirua and a blueprint for 21st century personalised learning. Over the next three years, the school will be transformed to put ākonga and their whanau at the centre of our learning journey.

In tune with this redesign, we plan to continue to invest in our local curriculum through dynamic experiences and opportunities through all learning areas. One of the key levers will be to ensure our diverse learners experience active learning through relational and culturally responsive pedagogy.

Our commitment to honouring Te Tiriti O Waitangi is based on our strong relationship with mana whenua, (Ngati Toa), tangata whenua (nga iwi Maori) our connectedness with E Tipu whanau and our participation in Hurihanganui and Poutama Pounama.





MANAAKITANGA



A'O

Mana College Vision 2020-2022

Mana with Mana

Stand strong and proud in regard to our place, people or community



NGAKAU



ASPIRE

WHAT GUIDES US

OUR PLACE

Our place enacts our learning vision

OUR PEOPLE

Our young people flourish to reach their unique potential

OUR COMMUNITY

Our community unites in our shared commitment to the success of every ākonga

WHAT WE HAVE CHOSEN TO FOCUS ON

REDESIGN FOR LEARNING

- Master plan articulates clearly the school's values and learning vision.
- Strengthen partnerships with alumni, iwi, local community and business groups to support our learning vision.
- Complete cultural narrative to support teaching and learning.

A PERSONALISED PLACE RESPONSIVE CURRICULUM THAT FOCUS ON WELLBEING

- Strengthen Place responsive curriculum and assessment in Yr 9-10.
- Targeted support for accelerated outcomes.
- Strengthen relationships for responsive pedagogy.
- Grow senior & middle leadership to strengthen culture, systems and pedagogy through Professional Learning and Development and resourcing.
- Continue to build capability and capacity through school-wide culture of evaluation & knowledge building.
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- Develop vocational pathway plans for all.
- Strengthen Secondary Tertiary Pathway models for Year 12-13 learners.
- The Porirua Activity Centre flourish under Mana College governance.
- Individual Learning Plan developed within MyMahi to support every student's learning journey.

CELEBRATING OUR SUCCESS TOGETHER

- Provide opportunity to create a culture of high expectation.
- Develop better structures for engagement and partnerships with families and whanau.
- Strengthen partnerships with contributing schools through Kahui Ako Te Puna Matauranga.
- Value our relationship with Ngati Toa.
- Host community events with mana.
- Provide a wide range of opportunities for young people to flourish.
- Develop better structures for engagement and partnerships with families and whanau.

2020 Annual Plan

Goal A: OUR PEOPLE – Young people who flourish to reach their unique potential

FOCUS	STRATEGY	BASELINE	DELIVERABLES
<p>Ensure our ākonga flourish to reach their unique potential</p>	<p>1. Create a local curriculum that ensures ākonga are an active part of designing their learning</p>	<ul style="list-style-type: none"> Return to subject based Y9/10 programme. Academies only at Year 9/10. 	<ul style="list-style-type: none"> Curriculum design is responsive to the aspiration of diverse learners and their whanau and promotes active learning and culturally responsive pedagogy. Learning Area Head (LAH) set challenging and appropriate expectations for learning and achievement needs and feedback Teachers use differentiation and a variety of key strategies
	<p>2. Strengthen relationships and cultural responsive pedagogy.</p>	<ul style="list-style-type: none"> Regional Profession Learning and Development contract begins 2020 for 2 years with Potama Pounama. 	<ul style="list-style-type: none"> Develop a strong culturally responsive framework using evaluation and inquiry to drive our improvement and action.
	<p>3. Continue to build capability and capacity through school wide culture of evaluation and knowledge building.</p>	<ul style="list-style-type: none"> School wide review processes embedded through Pastoral review, E Tipu and Health and Physical Education. 	<ul style="list-style-type: none"> Reviews complete and recommendations actioned. Streamline reporting process through annual plan, annual progressions and action plans.
	<p>4. Establish and implement Secondary Tertiary Pathway (STP) Action Plan</p>	<ul style="list-style-type: none"> 54 Year 11-13 ākonga participating in Service Academy, Construction School, Papa Taao and Whitireia at Level 2-3 (compared to 2 in 2019). 	<ul style="list-style-type: none"> Action Plan implemented, including a particular focus on strategic direction, evaluative design and the pastoral needs of all ākonga.

	<p>5. Establish and implement an additional needs plan to support and accelerate ākongā with mild to moderate needs</p>	<ul style="list-style-type: none"> • Additional needs register 	<ul style="list-style-type: none"> • All students on the register have Individual Education Plans/Individual Learning Plans which supports improved outcomes. • Literacy programmes evidence accelerated outcomes for all learners. • Professional Learning and Development supports teachers respond to learners in a knowledgeable and adaptive way to progress their learning at appropriate depth and pace.
	<p>6. A Maori education strategy is developed from the work streams of Hurihanganui and Poutama Pounamu to significantly improve valued outcomes for Maori learners and whanau.</p>	<ul style="list-style-type: none"> • School roll identifies 64% student who identify as Maori. • NCEA data shows above national levels for Level 1-2 over past 4 years, but not Level 3 & University Entrance • Level 1 achievement has dropped below national last two years to 47.7% 	<ul style="list-style-type: none"> • Achievement picture shows increase for Maori at NCEA Level 1-3 & University Entrance. • Kaitiaki role redefined for learning and achievement.
	<p>7. Individual learning plans ensure ākongā are an active part of their design.</p>	<ul style="list-style-type: none"> • Mymahi introduced in 2020 • IPL previously variable in use and quality in 2019. 	<ul style="list-style-type: none"> • All students engaged in plans, conferences and advisories.
	<p>8. An action plan for PAC (Porirua Activity Centre) based on Education Review Office Nov 2019 report implemented.</p>	<ul style="list-style-type: none"> • Education Review Office report 2019. 	<ul style="list-style-type: none"> • Action plan successfully implemented to benefit all enrolled students, many of whom transition successfully to enrolled school.
	<p>9. Te Reo Maori language plan</p>	<ul style="list-style-type: none"> • Y9 compulsory Term 1 in 2019 	<ul style="list-style-type: none"> • Successfully complete plan

Goal B: OUR PLACE – Our place enacts our learning vision

FOCUS	STRATEGY	BASELINE	MEASURABLES
<p>Our place enacts our learning vision</p>	<p>1. Produce a cultural narrative which supports redesign and local curriculum</p>		<ul style="list-style-type: none"> Cultural narrative used as 'anchor' within place based curriculum and supports detailed design.
	<p>2. Detailed design process.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> A learning vision
	<p>3. Review complete of property management to support sustainable outcomes for redesign.</p>	<ul style="list-style-type: none"> Staffing structure does not currently meet current and future demand and redesign. 	<ul style="list-style-type: none"> Follow recommendations for property review, business case.
	<p>4. Ensure early works package and 5YA (5 Year Agreement) and 10YPP (10 Year Property Plan) deliver best outcomes for learning vision.</p>	<ul style="list-style-type: none"> Due to begin April/May 	<ul style="list-style-type: none"> Demolition of Library, completion of courts, gym delivered in time.
	<p>5. Strengthen partnership with iwi, alumni, local community and business group.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Establish alumni database and set term of reference for group. Share success with Alumni through newsletters and new stories.

Goal C: OUR COMMUNITY – Our community unites in our shared commitment to success of every ākonga

FOCUS	STRATEGY	BASELINE	MEASURABLES
<p>Our community unites in our shared commitment to success of every ākonga</p>	<p>1. Continue to develop structures for improved partnership and engagement with family and whanau.</p>	<ul style="list-style-type: none"> • Learning Conferences • Parent Interviews 	<ul style="list-style-type: none"> • 90% whanau participation at both learning conferences. • Increased engagement leading learning at conferences, advisories, and interviews evidenced through student and parent feedback.
	<p>2. Strengthening partnerships with contributing schools through Kahui Ako te Puna Mataranga.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • School involved each term at TBI, TBS, TBNS, and Tawa intermediate. • Involvement in environmental leadership project. • Host events, powhiri and workshops
	<p>3. Valuing and honoring our relationship with Ngati Toa.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>4. Improving the range of opportunities for young people to flourish.</p>	<ul style="list-style-type: none"> • 55% Sport participation in 2019. • Major Production Aladdin. 	<ul style="list-style-type: none"> • Over 80% ākonga participate in school sport, culture or performing arts activities school wide.
	<p>5. Grow our staff through PLD, mentoring and social events.</p>	<ul style="list-style-type: none"> • School survey in 2016/2017. • 65% Staff turnover from 2017 	<ul style="list-style-type: none"> • PLD group seeks regular feedback regarding service. • Mentoring feedback for Teach First NZ (TFNZ) new staff, and year 1&2 Staff. • Establish staff social club.

OUR PEOPLE 2020-2022

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- Pacific success plan
- Maori success plan
- Strengthen place responsive curriculum and assessment school wide
- Schoolwide plan for additional needs implemented
- Develop STP framework for Yr 12-13 learners
- Strengthen Learning Advisory and increase opportunity for personalized learning opportunities
- Strengthen NCEA assessment, moderation processes
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- Project inquiry to support academy structure
- PLD Contract
- Cultural responsive pedagogy contract continues
- STP framework scaled up, to include construction school
- Formalise student passport for key competencies
- NCEA



- ICT Platform strategy and support 1:1 devices
- Project inquiry fully integrated to all levels in LAS



OUR PLACE 2020-2022

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- 2020**
- Cultural narrative completed to enact learning vision
 - Early works package and 5YA begins: courts and gym
 - Develop design continues
- 2021**
- Construction phase 1 begins
 - 5YA package completed
 - PAC 5YA begins
- 2022**
- Construction phase 2 & 3
 - Landscaping project
- 2023**
- Construction complete

OUR COMMUNITY 2020-2022

Mana with Mana

2020

- Participate and learn from Hurihanganui framework
- Establish Alumni and Fundraising committee
- Sports programmes to support international travel, increased participation, quality of performance and opportunities
- Strengthen relationships with contributing schools.

2021

- Build local and regional partnerships to support STP programme and cultural sport programme continue to perform highly opportunities continue for international travel

2022

- New BOT inducted mid-year
- Cultural/Sports and groups perform at international festivals

2023

