

# MANA COLLEGE

Annual Report (May 2024)

## Towards Flourishing



### Introduction

2023 at Mana College felt like the beginning of a recovery from the global pandemic that had disrupted student engagement, attendance and progress at a grand scale. The return to school life, including camps, sports, and most importantly, learning together felt great, and many young people relished in the return to the 'new normal'.

Of course, the improvement journey is multi-faceted, and a number of vulnerable students continue to be impacted due to loss of learning, particularly at a psychosocial and emotional level, and this impacts on the school's capacity to support students and families needs relating to mental health, learning support for mild to moderate needs, anxiety. The impact on whānau

and families in this domain is felt heavily on school staff, from classroom teachers, deans, hauora staff and senior leadership who deal with the front end of these challenges.

We, however, as a school remain fiercely optimistic, and embrace the school's proud history and positive future. Mana College operates under a caring and nurturing environment, and we hold strong to the memory that for 67 years we have produced young men and women who are strong, resilient, 'comfortable in their own skin', culturally aware, and able to make intelligent decisions in an ever-changing world.

### Mana College Board of Trustees

One key feature centered around the change for Mana College is the capability, leadership and community minded approach of the board. The current Board of Trustees include Jodi Bishop (Board Chair), Ranei Wineera-Parai, Boyd Scirkovich, Vanessa Jackson, Cheree Shortland-Nuku, Ngahuia Madden, and our current student representative, Macky Temarama. Our iwi representatives were previously Jodi Bishop and Reagan Wineera.

### School roll

The school roll has increased from 320 in 2016 to 520 at the beginning of 2024. Included in this are 61 students who affiliate with Ngati Toa rangatira iwi. We did however reach a roll of 510 in 2019 but the COVID 19 pandemic reduced our roll to 450 by 2022.

The general increase in roll represents a confidence in the school and the leadership of the board to engage and connect with the community, whānau and young people and support strong outcomes for all.

The question for the community is how big should Mana College be. With the changes to Porirua, particularly Kenepuru, the Ministry recently developed an enrolment zone for the school for 650 students.

## Property redesign

The property redesign remains a critical component for schooling improvement. A phased construction over the next 10 years is planned for 5 whare, with the gym redesign complete (see photos) and stage 1 underway. Stage 1 will house Te Whare Ako (our disability community of 25 ORs students), Science classrooms, and our Technology department including ICT, Soft and Hard materials (Woodwork and fabric etc) as well as our construction school.

The name that was chosen through consultation with the iwi's cultural komiti, supported by Nathan Rei and Dr Taku Parai was 'Te Uru Kahika'. Year 9 and 10 students designed a mural based on their learnings of Te Uru Kahika in reading and researching the history of the local awa.

The project brief is heavily influenced by the need to reflect mana whenua and the aspirations of this community. The Board of Trustees strongly believe that the facilities should be a community asset and resource that Western Porirua could take advantage of, including a cafe, library, performing arts space, and improved sports facilities.

Included are some initial design concepts that will modernize and reflect our local curriculum:









## Student Achievement

There are many positive outcomes for students at Mana College regarding the 2023 NCEA results. These results show a return to pre-Covid results before 2019 which is VERY pleasing.

NZQA reported rates begin with providing overall rates as:

Level 1: 66.7% (above the national average by 10%)

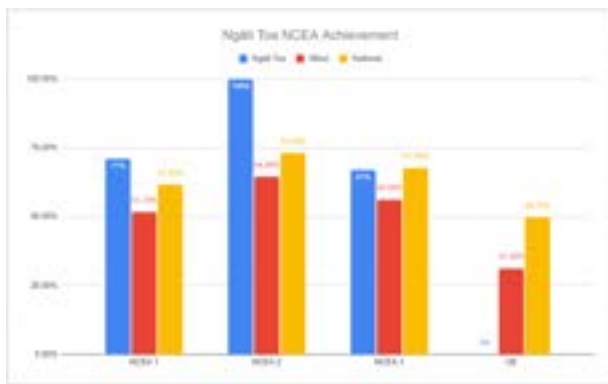
Level 2: 77.1% (above the national average by 12%)

Level 3: 49% (below the national average by 10%)

UE: 18.3% (below the national average by 32%)

The pass rate for Māori and Pacific learners are above the national and significantly above school equity index bands across New Zealand in 2023 at Levels 1 and 2. The Level 1 pass rate Māori stood at 57.1% which was 6% above the national average. The Level 2 pass rate Māori stood at 72.1% which was 8% above the national average.

Interestingly, the pass rate for Māori ākonga identifying as Ngāti Toa rangatira was again higher than the national average, with a 71% pass rate at Level 1; a 100% pass rate at Level 2 and a 67% pass rate at Level 3 (30 students).



Statistics for Pacific learners at Mana College were higher than the national average for Levels 1 and 2 and lower at Level 3 last year. The Level 1 pass rate Pacific stood at 67.9% which was 15% above the national average. The Level 2 pass rate Pacific stood at 71% which was 5% above the national average.

Level 3 and UE rates are affected due to the number of ORs-funded students at Year 13 combined with students last year achieving Level 2. Unfortunately, the attendance rate for Year 13 students was very low and this would also have attributed to the low pass rate at Level 3.

Mana College is in the 'Many Socio-Economic Barriers' category of the School Equity Index Band. Overall Mana College students are achieving Level 1 and 2 higher than students in the same Equity Index Band, but are achieving lower in

Level 3 and University Entrance. This trend remains consistent for males, females, Māori and Pasifika learners.



(Students receiving silver ties in recognition of excellence endorsement in NCEA IN 2023)

### Destination data 2023

The Destination data for 2023 also supports progress and achievement with 40% of Year 13 students moving to either full-time or part-time work and 50% of students continuing their study at university, Polytech or training facility. The remaining 11% have been engaged to support them with their next steps including brokering a relationship with Partners Porirua to help them with their transition out of Secondary School. Of course, a number of these students (5%) have left the area and therefore are a little bit more difficult to follow up on.

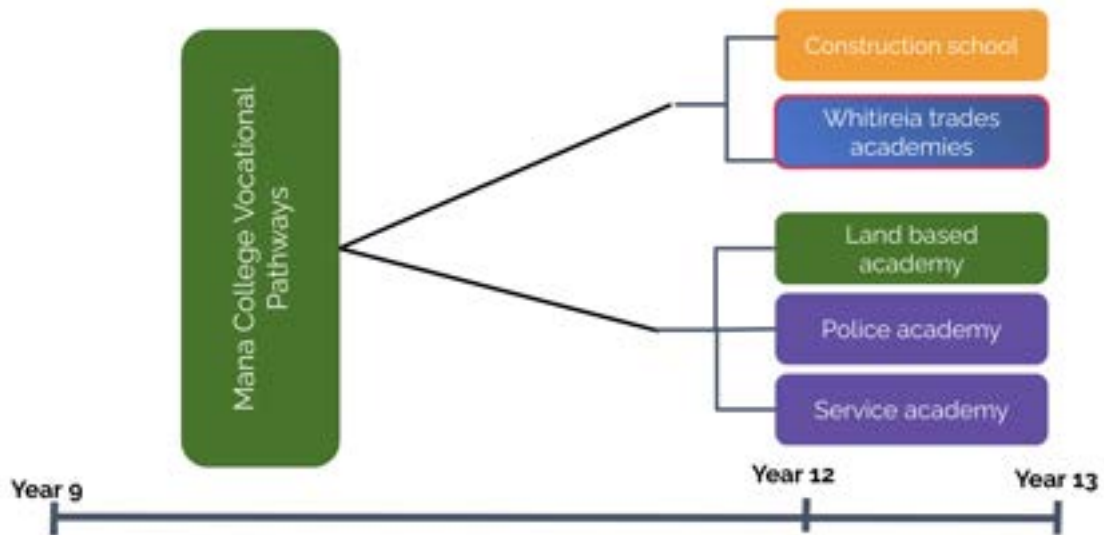
The statistics for school leavers over 16 years follow the same trend with the data as 30% into full-time employment, 45% continuing their studying at university, Polytechnic or training for facility, and 10% referred to partners with our support. The remaining 15% have moved to a different area or to another school.

Interestingly, 20 of the 32 leavers in Year 12 and 11, arrived at Mana College after the Year 9 cohort had enrolled, and this plays out in settling into learning and the school culture. It will be a consideration around school processes for

transition in the future.

Vocational pathways are centered on a range of opportunities, experiences and curriculum options within the school setting, with the construction school, service academy, police academy, and land based academy providing excellent choices for students in year 12-13. Achievement in these remain high and contribute to the high pass rate at Level 2 as well as the positive transition to work.

## Vocational Pathways@mana





Our Construction School has again provided a framework to keep rangatahi in school and strengthen their chances of qualifications and full-time employment in the construction industry, with 15 leavers all of whom have found full-time work, and nine in the building trade. In 2024, the school will partner with UCOL to offer a full time Year 13 course and the New Zealand Certificate in Construction and Trade Skills (120 Level 3 credits). This equates to the first year of a building apprenticeship.

### **Service Academy**

It has been a difficult year for the service academy in 2023, with four directors in four years, creating some instability over the structure of the academy. The programme continued to offer good outcomes to 6 students in terms of their experiences and qualifications.

Importantly, at the end of the year, we appointed Harley Nuku, an ex student of the service academy at Mana College and a qualified PE and Health teacher. At time of writing, the academy had already grown, with an additional class in Year 11, supporting 12 students and the academy with 6 others. We are excited about the next two years of growth and look forward to the return to the former 'glory days' when D. Prosser led this group.

### **Te Whare Ako**

Te Whare Ako is a full-time programme for 25 students with disabilities supported with ORs funding. The programme is seen as a 'base camp' where ākongā begin their day and move into mainstream school programmes and outdoor experiences and trips throughout the week.

Each student has an extensive IEP to review and support their learning, progress and transition from school planning. These IEP discussions are a critical aspect of supporting learning and progress in the TWA core programme in 2023.

Te Whare Ako has performed highly again this year and Mana College is proud to be connected with and a framework from which we can learn much from.

Highlights in 2023 included:

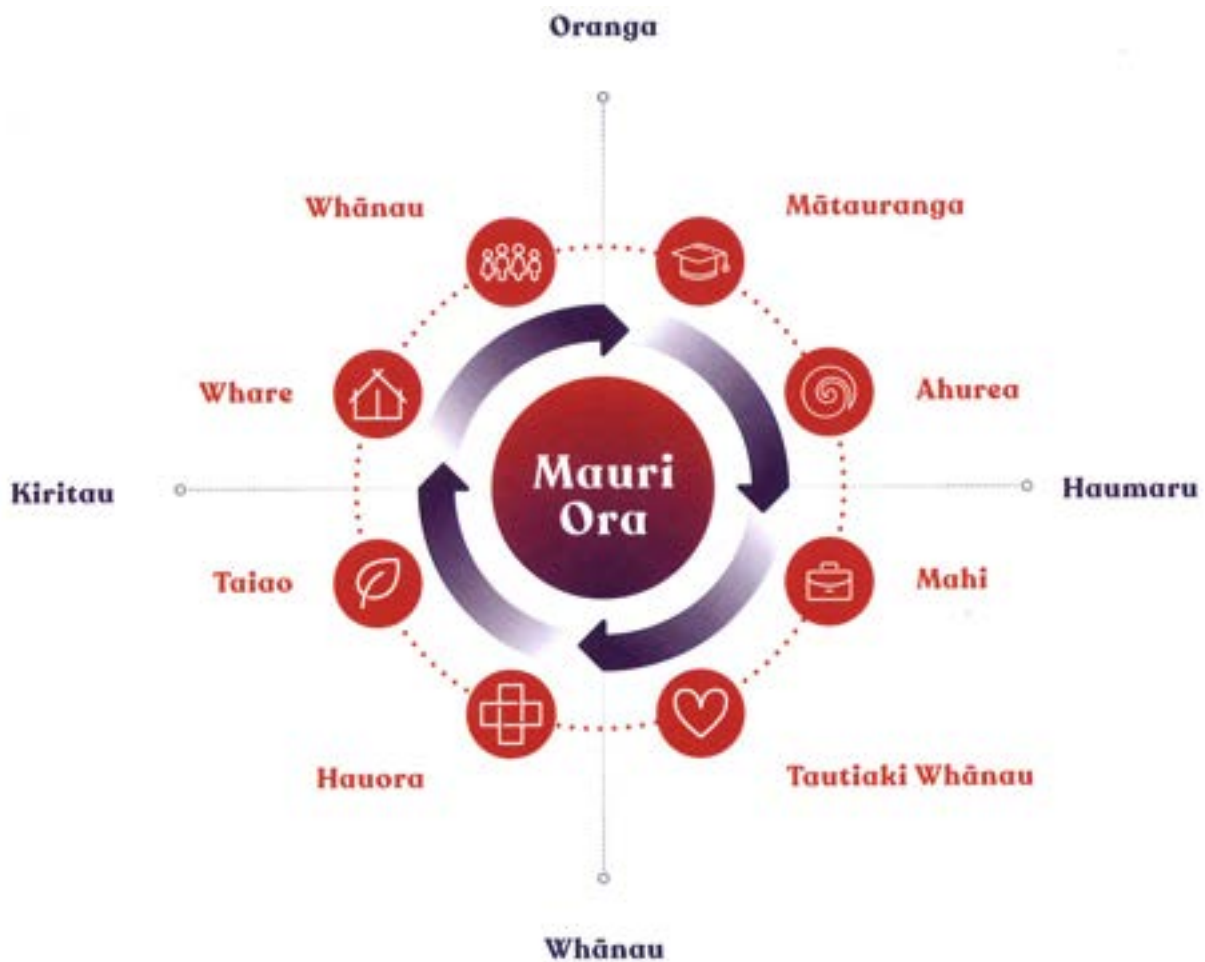
- TWA Senior Student programme operating Mondays & Fridays for Years 11-13+ students and includes College Sports exchange; Inclusive Dance Workshop; Overnight Duke of Edinburgh Camp; IHC Stand Tall Budgeting process; Porirua Great Race & Cafe Catch-up with TWA alumni.
- Transition to school visits for 6 new TWA students (2024 start) organized with feeder schools/whānau and happening weeks 3 - 8. Each student visits a different part of the programme/day every week making connections with key staff to assist a smooth transition to Mana in February 2024. Key information gathered from whānau/feeder schools to inform planning.
- Local film fundraiser organized by James Mitchell raised \$2600 for the programme.
- Supporting full involvement of Year 9 & 10 students in Junior projects & Year 10 Market Day (wks 6 - 9).
- TWA Prizegiving & Graduation organized for 7/12/23 to celebrate success and farewell Graduating students.

Of note, we farewelled our amazing Head of Te Whare Ako, Jenny Collett, at the end of the year. Jenny's contribution to TWA will be remembered for her commitment to equity, inclusion and professionalism.

### Year 9 & 10 data

Progress and achievement in Year 9 and 10 is a complex dynamic. For each student to flourish we support a holistic, wellbeing approach to learning. Each young person has a dedicated Toka Āhuru (advisor) who supports the development of a mauri ora plan. We acknowledge Bianca Elkington and particularly Nirvana Wineera and her team at Puna Mātauranga in supporting the rich PLD which enables their work to be developed. This plan in the spirit of Te

where *tapa wha*, is designed to be constructed with *whānau* and family and look to goals, in school achievement, participation in extra and co-curricular activities, and their health and wellbeing.



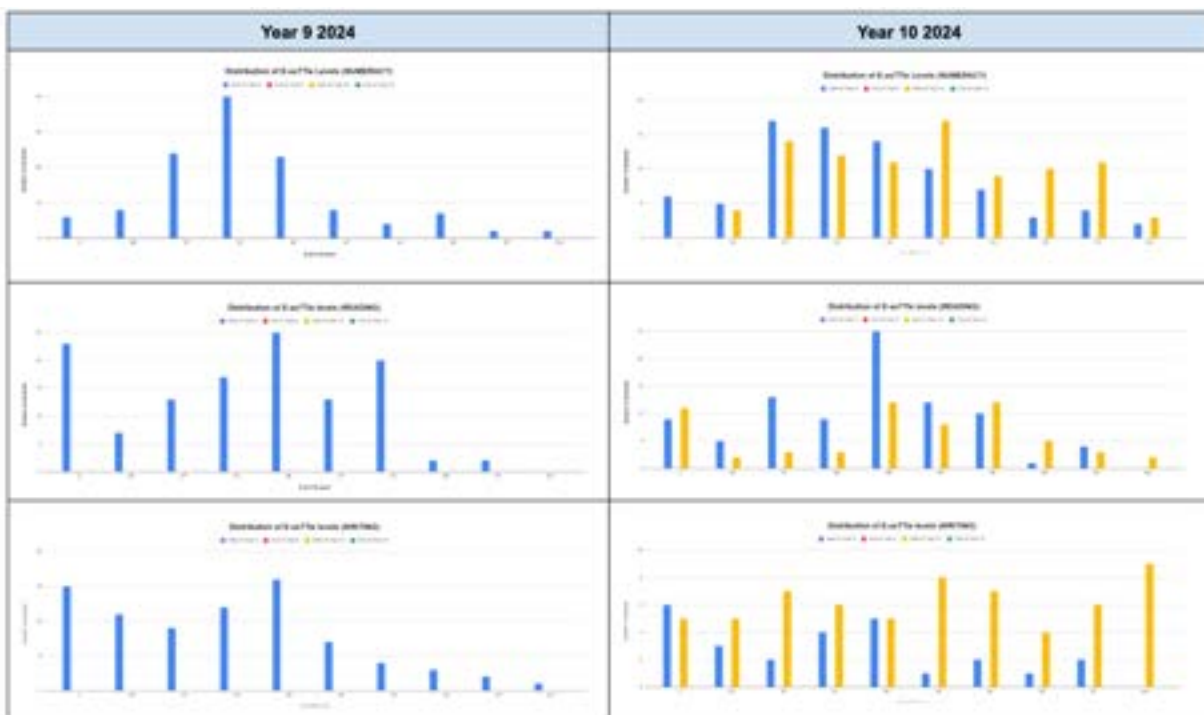
(A template of a student Mauri ora plan for term 1)

Standardized data sets in reading, writing and math show good progress in both cohorts, as they move towards NCEA. Of particular note is that number of students who made accelerated progress in Mathematics in Year 9 and 10 last year, with between 23-28% of students moving 2 or more sublevels in maths, reading and writing and the majority of the cohorts moving to expected age level in preparation for NCEA and the co-requisites standards.

70% of students in Year 9 who were below age levels accelerated progress in Maths.

In Year 10, 20% of students passed all three co-requisites moving into their Year 11 year, with 56% not achieving any of the writing, mathematics, and reading standards. This places significant challenges around Level 1 courses and the consideration of the maths curriculum from Year 7-10.

The gender gap is clear in Year 9 and 10 with girls achieving higher at entry in Year 9 and accelerating this progress to Year 11. The results in NCEA reflect this in general.



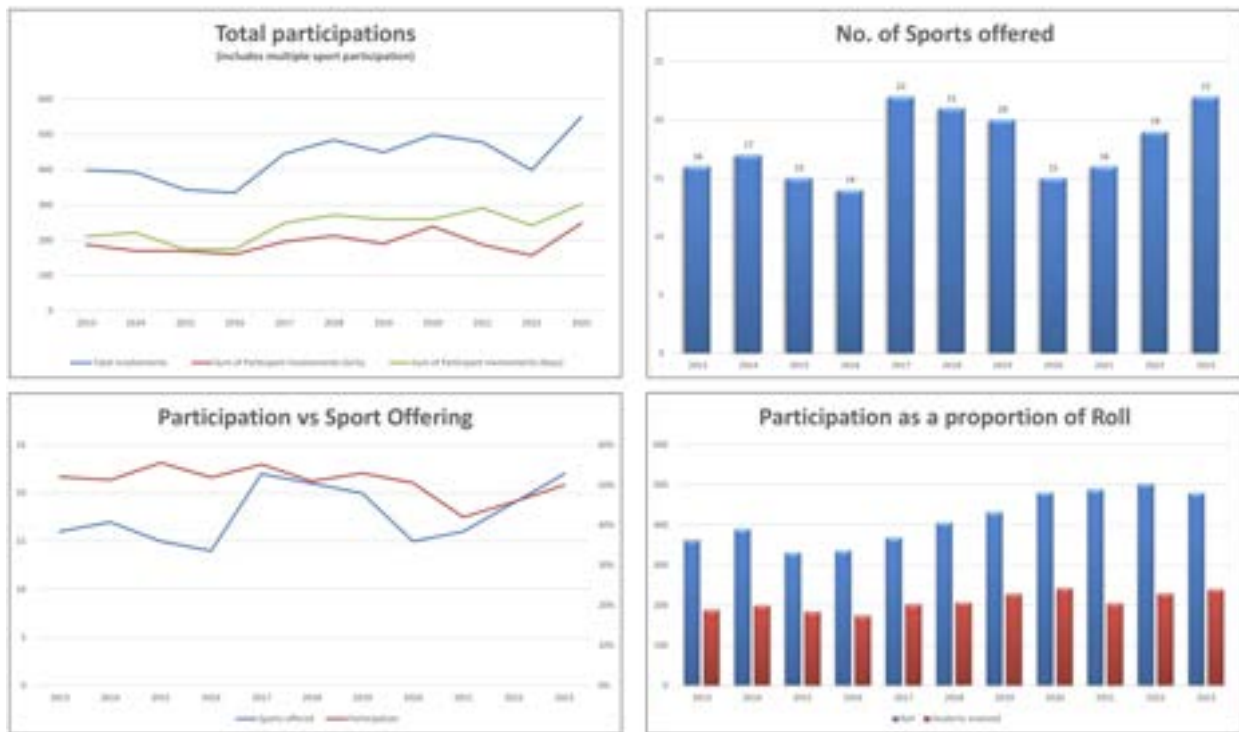
### Active participation in sport, arts and culture as a key driver for hauora and the well-being of our young people

This is a strong belief at the college. Our sports participation, engagement and success is critical for the success of our young people, and the health and educational benefits are evidenced in our own results and international studies.

It is therefore pleasing to note the general increase in sports participation continued in 2023 with 240 students 'pulling on the school colours'. Our hockey,



rugby, netball, golf, futsal, and ki o rahi teams are achieved well at school competitions, and of note to school culture, there was a dramatic reduction in defaults and red cards in various sports.



(College sport census data November 2023)

Mana College has also been selected to partner in a Sport NZ initiative entitled 'Active As' with a \$100 000 budget each year for three years to target participation of groups of students who do participate in health, wellbeing and physical exercise programmes. We are excited about the potential this programme brings to young people and their wellbeing.

In 2023, supported by the kindness and generosity of NZ Māori Tourism, particularly with Gail Parata and Dame Pania Tyson-Nathan, the girls' netball team visited Tonga for a week-long cultural exchange. This trip had a profoundly positive effect on the young women and families who supported the visit.



Our school kapa haka roopu placed a very respectable third in the regional competition last year and received a number of placings including, 3rd Waiata-a-ringā, 3rd Te Reo Māori, 2nd Poi, 1st Haka, 1st Kākahu.

The success of our school production 'Moana' was evident through 5 shows (including 2 matinees) and the 1600 community members who enjoyed the show. The creative team did an exceptional job in bringing a large cast and crew together, including a live band to perform this Disney classic.



## Te Tiriti o Waitangi

Last year the college engaged in an external review of our bi-lingual, mārae based programme, E Tipu e Rea. This review and subsequent report was produced for the Mana College Board of Trustees, with the purpose of reviewing both Te Reo Māori and E Tipu e Rea. The review was scheduled by the Board in conjunction with the Mana College Charter, and Annual Plan, and explored the leadership, teaching and learning, whānau, hapū and iwi connection, and student agency, within E Tipu e Rea.

The themes that arose from the information gathered led to four take-aways:

1. E Tipu e Rea is as strongly desired in 2023 as it was thirty years ago.
2. E Tipu e Rea should be strengthened to enable the Māori medium pathway throughout the entirety of the ākonga time at Mana College.
3. Connection across the entire school
4. Whānau wishes to be involved, informed and included in the programme.

## **Background**

E Tipu e Rea was established in 1993, by and for whānau who wanted to create a space in the college that would enable their children to experience te Ao Māori. At that time, breaches of Te Tiriti o Waitangi had enabled the dispossession and alienation of Māori from their Ao, subjecting them to significant inequities across all social measures.

With this programme, a mārae was built, and recognised by mana whenua and Takapuwahia mārae.

## **Ākonga Māori at Mana College**

Ākonga Māori make up 65% of the Mana College population and with almost three quarters of this group outside E Tipu e Rea.

## **Conclusion**

The potential for a seismic shift by Mana College towards meaningful, authentic Tiriti relationships and inclusivity and equity for Māori is high.

With the highest number of reo speaking Kaiako Māori ever in the history of the college (6) and almost 65% of the total ākonga population being Māori, the economic imperative for ākonga Māori success, significant curriculum change, for example the new history curriculum, the booming Māori economy, and mana whenua support, school leadership could enable the transformational change that could see Mana College leading the way.

This review recognises enduring truths, the march of time, truths that exist now but were not extant thirty years ago - for example, ākonga Māori learning in



Māori medium environments have higher rates of success in NCEA achievement at all levels, the increasing number of bi-lingual, bi-cultural Māori in professional roles, an increase, even an embracing of te reo me ōna tikanga by non-Māori, and, the logic based prioritisation of a new marae complex at Mana College.

There are some actions the college could take immediately to effect better outcomes and some that will need to be prioritised and embedded in strategy and action plans. The staff in E Tipu e Rea are capable, exciting, and have ideas that should be explored and developed.

All the ingredients for the magic are there. You simply must have the courage to open the door, trust in Māori leadership and the huge contribution they can make as they work alongside the Principal and their colleagues.

### **Recommendations**

There are a number of actions the college could take immediately to effect better outcomes and some that will need to be prioritised and embedded in strategy and action plans. The staff in E Tipu e Rea are capable, exciting, and have ideas that should be explored and developed.

### **Immediate opportunities**

1. Restructure the leadership of the E Tipu e Rea, with the Head reporting directly to the Principal. You might wish to consider distributed leadership amongst the staff.
2. Seek mana whenua advice on the appointment a Marae Committee to take accountability for the marae, paepae, catering, cleaning,
3. maintenance, bookings, finances, equipment/resources,  
(Tikanga-ā-marae)
4. Meet with whānau to discuss their communication preferences, and calendar Whānau Hui for before the 2024 school year begins.

5. Give all Māori staff some time and space to kōrero, share their aspirations, skills and knowledge. PLD opportunities will be necessary.
6. Develop a work plan to monitor and review progress and competence of Te Reo.

### **Strategic Opportunities**

There are a number of strategic opportunities which have arisen due to this review and our competing priorities across the school.

Our charter and annual plan for 2024 reflects the ongoing and critical relationship between mana whenua, Ngāti Toa Rangatira and Māori and Pacific whānau/aiga/anau, particularly regarding our aspiration to become a bi-lingual organisation through creating the conditions for Te Reo Māori language and Te Ao Māori to be valued, accessed and grown within the community.

We have strong links with the Ūpane and use ngāti toa professional development to support our local curriculum and whāre āhuru system at the school, including mauri ora planning and indigenizing the curriculum.

We also have included for 2024, the opportunities for kaupapa Māori including maurakau, kapa haka, carving with master carver, Nathan Rei, and manu kōrero.

### **Conclusion**

The Board of Trustees at Mana College are deeply committed to living up to the motto and vision of the school, 'Akonga te mahi pai' which was gifted by kaumatua from Ngāti Toa 67 years ago. A key aspect is the buy-in and valued connection with the community so they own and believe deeply in the vision for their children and grandchildren for years to come.

For this reason, the Board of Trustees have prioritized our capital works programme with stage two completing the mārae complex as a gateway to the school.

We remain committed to our responsibility as the tuakana college in this rohe, to mana whenua, and to providing a quality educational setting for ākonga and whānau in Western Porirua. We remain grateful of the Ministry of Education's commitment and support to support our collective flourishing.

Finally, we are thankful and acknowledge the wonderful spirit and support of our parent, school and alumni community as they guide us t