

## CHARTER 2012

### INTRODUCTION

Mangere College is a school at the heart of its community. The board and staff celebrate the school's multicultural composition. In particular, the school acknowledges the significant pasifika student community, and staff emphasise a strong sense of whanau, aiga and family within the college. This work was affirmed by the ERO report of 2009:

*The school has a welcoming environment, with attractive, well maintained buildings and grounds and displays of student art work. Positive relationships among students and between students and teachers contribute to the friendly and respectful tone of the school... Students have many opportunities to participate and succeed in a range of sporting and cultural endeavours. They are encouraged to contribute to the life of the school through these pursuits and by taking up leadership opportunities... Teachers and staff are united in their support of students. They work collegially and purposefully to make learning manageable and accessible to students and demonstrate a strong commitment to improving learning outcomes for students.*

The school, through the AIMHI (*Achievement in Multicultural High Schools*) Forum, has developed a strong and supportive learning culture that acknowledges the emotional needs of its students. A wide range of support services provides students with strong pastoral care, health, careers and transition education.

Teachers understand their students well and actively support them to achieve their goals. Students are friendly and have pride in their school. Staff are reflective and highly committed to developing their teaching skills, as recognised in the 2009 ERO report:

*Teachers have benefited from a well considered professional development programme to increase their knowledge and use of literacy strategies across the curriculum. They are well placed to use data and strategies to meet identified student needs so that students can benefit from a progressive development of literacy skills to support their achievement.*

The board is supportive of the school's vision, values and development. Trustees have a shared vision and a willingness to continue to improve the governance and management of the school through effective communication.

The college's Strategic Plan is reviewed annually and remains wedded to the College's Mission Statement and Goals.

VISION: Excellence in Education for the Students of Mangere

GOALS: Mangere College staff will provide

- a quality education for the young people of Mangere
- a positive, safe and supportive learning environment for all students
- effective programmes of learning that deliver the National Curriculum Guidelines, challenge and motivate students, meet the educational needs of students and prepare them for future training and employment.
- effective guidance systems that support students in their learning as well as their social, emotional and physical development.
- a range of co-curricular activities in order to broaden the experience offered to

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students outside the classroom

- regular meaningful reports to parents and caregivers on the progress of their daughters/sons, and
- offer opportunities for liaison between the college and parents and caregivers.

As a consequence of the college's work on the NZC the following Values were developed.

### VALUES:

- Confident students will develop a sense of self-responsibility and identity that encapsulates their academic, sporting, social and cultural obligation in the school setting, and they will be able to transfer this learning into the wider community.
- Students will be good role models who are connected with others, and who show respect, confidence and pride in supporting others, and the environment.
- Students will be members of a multi-cultural society that accepts all peoples, seeks to promote self-esteem and shows a willingness to contribute and communicate by making a positive contribution with pride in all things.
- Students will be confident and independent life long learners who are capable of making sound moral and ethical judgements, treasuring each other's opportunities for creating a positive learning environment both at school and beyond.

Mangere College has a long-standing on-going relationship with the Manukau Urban Maori Authority that provides mentoring for Maori students. Both Ka Hikitia and the Pasifika Education Plan have been embedded in the college's Strategic Plan. The college works with Affirming Works, the Stand Up! Project and Project Genesis to provide mentoring to students of the college.

Mangere College also offers its senior students a variety of secondary-tertiary links through both its use of the STAR funding and by offering Gateway as an opportunity to broaden the learning options of these students.

By offering Gateway, in particular, Mangere College makes a contribution to the Tertiary Education Strategies 2, 3, 4 and 5.

Mangere College has links with:

- Local employers involved in Gateway in our community
- Industry training organisations
- COMET (City of Manukau Educational Trust)
- Other secondary schools in our region
- Key tertiary providers in our region – in particular MIT through our STAR courses and their Curriculum Alignment programme
- CMDHB and other health and social service providers in our community.

## Excellence in Education for the students of Mangere

Pasifika students make up 75% of our student population and Mangere College recognises this diversity of peoples and cultures. Mangere College endeavours to attract and retain and support pasifika teachers. With the substantial pasifika population of the college it means that all community consultation reaches out to all sections of this community.

Mangere College has a specific co-ordinator for Gateway who ensures that work placements align with each student's preferred career pathway. An individual learning plan is negotiated between the student co-ordinator and the employer to ensure the students will be assessed and credited for their workplace learning. The co-ordinator also oversees the use of the STAR funding and this integration of these tertiary links ensures that the tertiary links for our senior students reflect the school values and objectives for staff and governance matters.

### **STRATEGIC SECTION**

The Strategic Plan of the college is reviewed annually and much work has been done on Teaching and Learning – specifically upskilling all teaching staff in fostering effective literacy strategies with the students, Student Support, ICT and Property.

The Finance sub-committee of the board meets before each board meeting to examine the monthly accounts. In particular the committee monitors curriculum spending and looks carefully at the balance between income and outgoings. The committee expects the percentages (both credit and debit) to be in line with the month of the year, and will query both departments and the executive if there appears to be an imbalance.

The school has a contractual arrangement with Leading Edge to provide monthly oversight of the work of the school's executive officer and has continued to use the services of Hayes Knight as the college's auditors. The Board aims at all times to be prudent stewards of public money in order to maximise the learning opportunities for the students. For the past five years for which Leadspace provides data the college's expenditure on learning resources (excluding teacher salaries) has been consistently higher (average 2.6%) than for other schools of its decile and type.

The Board has carefully prepared a new 5YP and the redevelopment of D Block is in the advanced planning stages.

The Board notes that for the past five years the college's working capital has been healthy and the indications are that 2011 will also be a year of surplus.

The Board is committed to providing a safe and healthy learning environment and its commitment to the Positive Behaviour for Learning contract reflects this. The Board now has a contract with Ben Sintes, an Environmental Energy Consultant, to assist the college in its compliance and energy portfolios. The school also provides First Aid training to all staff that wish to partake of this offer.

## ANNUAL SECTION

2012 goals
<p><b>Student Achievement:</b></p> <p>Reduction of number of senior students who remain until the end of the year who achieve less than 40 credits in a year - 15%</p> <p>Year 11, 12 and 13 Academic Mentoring linked to <b>Starpath</b></p> <p><b>Increase the number of senior students achieving NCEA Certificates.<sup>1</sup></b></p> <p>Year 11 - 57% Level 2 - 52% Level 3 – 25%</p> <p><b>Plus</b> refer Strategic Plan for specific Māori and pasifika goals.</p> <p><b>All staff to have a Literacy based Appraisal Goal</b></p> <p>All teachers at years 9 and 10 will work in cross-curricular form groups twice a term to meet student learning needs based on e-asTTle data</p>
<p><b>Property:</b></p> <ol style="list-style-type: none"><li>1. Refurbishment of D block</li><li>2. Use of cyclical maintenance funds</li><li>3. Work with senior technology classes to continue to provide student seating around the grounds.</li></ol>
<p><b>Student Welfare:</b></p> <ol style="list-style-type: none"><li>1. Student Health Council continues to monitor: Breakfast Club, Garden, Tuck shop menu. (<b>Fonua Mou'i Healthy Lifestyles Grant</b>)</li><li>2. Peer Mediation Group – trained and supported</li><li>3. <b>PB4L</b> – continue work on positive behaviour initiative</li></ol>

To achieve the above the Board has made a significant investment in the college's teaching staff by allowing the school day to finish at 2.15 on Wednesday afternoons to allow for a planned schedule of professional development on a regular cycle. (Refer Appendix for schedule – this also indicates how the Wednesday Professional Development sessions dovetail with the college's regular meeting cycle.)

1. All NCEA figures are draft and will be revised once the data for 2011 becomes available.