

MANGERE COLLEGE



Strategic Plan including 2018 Annual Plan



Vision Excellence in education

Values Respect and responsibility

Strategic Goals

Academic Achievement	School Culture	Pathways
Excellent outcomes for all students.	Safe and inclusive culture.	A clear pathway for all students

Strategic programmes

Data for improvement	MC Way	Enhancing teaching and learning skills
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Annual target

14+ credits for every student in every course

Our Principles

- ***We value language, culture and identity***
- ***We make decisions that are right for the students***
- ***We are open*** in our communication, systems, shared vision and feedback.
- ***We build capacity*** in people -
 - We are caring and challenging
 - We have high expectations
 - We are positive
 - We believe in people and their capacity to succeed
- ***We Always Do Better***
- ***We have fun together and celebrate success***

How we measure our success

Academic achievement	Student Wellbeing survey results	Destination data
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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 whānau, aiga and family within the college. This work was affirmed by the ERO report of 2015:

“The school has a strong values base. Inclusive, culturally responsive relationships are a feature amongst students and adults. A sound bicultural foundation to school practices promotes strong multicultural perspectives. All ethnicities are acknowledged and valued. Students have a sense of their own identity in the school.”

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.

This strategic plan aims to build on the strengths within the school to continue the improvement in achievement that has been seen over the previous years.

Strategic Programme - Effective use of data <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>		
What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Deans data meeting fortnightly.	Deans and SLT	<ul style="list-style-type: none"> • Deans leading data-based actions • Responsive list of priority students • “So what?” follow through. • Actions developed and co-constructed with students
Creating a greater sense of urgency: <ul style="list-style-type: none"> • Completion weeks each term • HODs monitor achievement in an ongoing way • Focus on one standard per subject per term 	All staff	<ul style="list-style-type: none"> • One standard completed each term • Achievement data used to review course effectiveness.
Student ownership of their achievement data.	Form teachers	<ul style="list-style-type: none"> • Students accessing KAMAR app. • Students know their progress and it informs their goal setting
Parent ownership of achievement data	SLT	<ul style="list-style-type: none"> • Parents accessing KAMAR app. • Parents know their child’s progress. • Regular NCEA updates sent home.
assay3 data tool	WH	assay3 used to: <ul style="list-style-type: none"> • Review programmes and courses at a department level. • Track achievement of cohorts and target groups
Regular tracking of attendance data and follow up.	Deans	<ul style="list-style-type: none"> • Regular follow up of non-attendance

Strategic Programme - MC Way <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>		
What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>

A shared understanding and language for building positive relationships underpinned by PB4L and RP.	All staff	<ul style="list-style-type: none"> Relationships in school are respectful Problems are solved in a respectful way when they occur Students share a role in solving the problems they are involved with Students are afforded agency in their learning
Using the MC way to define clear and consistent expectations.	MC Way group	Students have a clear understanding of what is expected of them at different times and in different areas of the school
Use the MC to ensure there is clear and consistent follow up when expectations are not met	MC Way group	When expectations are not met there is consistency in the follow up.
Particular focus on attendance - ensure that expectations and follow up are clear and consistent.	Deans	Attendance indicators will improve. Instances of non-attendance are followed up in a timely way.
Use of Wellbeing survey to monitor students perspectives	SLT with student council	Wellbeing survey is completed and the results are used to plan the next steps

Strategic Programme - Developing teaching and learning skills		
<i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>		
What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Our Code, Our Standards <ul style="list-style-type: none"> Develop quality practices and evidence aligned with the six standards for the teaching profession. 	WH	<ul style="list-style-type: none"> Teachers are familiar with Our Code, Our Standards We have an inquiry focus for our teaching We are culturally responsive We are responsive to student-voice We engage whānau and community in learning programmes
Arinui appraisal tool	WH	<ul style="list-style-type: none"> Appraisal is used to improve practice Teachers engaged in ongoing effective cycles of inquiry
Develop skills in academic counselling	LK and Deans	<ul style="list-style-type: none"> Students articulate a clear awareness of their learning Students are aware of and have a say in learning “next steps”
Leadership	SLT	A range of opportunities and support available for staff and students to understand and practise leadership skills

Strategy for Māori learners to achieve our Annual Goal - 14+ credits for every student in every course

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Ongoing tracking of Māori student achievement	Teachers Deans	<ul style="list-style-type: none"> ● Teachers knowing their Māori students and tracking their achievement. ● Deans prioritise all Māori students in tracking and develop actions co-constructed with student
Acknowledgement and celebration of Te Ao Māori	All staff and students	<ul style="list-style-type: none"> ● All students have pride in tikanga Māori ● Strong participation in Kapa Haka ● Māori student feel pride in their performances ● Acknowledging tangata whenua ● Reinforcing tūrangawaewae ● Connecting with local Iwi ● Develop a school waiata
Mentoring programmes: <ul style="list-style-type: none"> ● Puhoro STEM academy - mentoring for Māori students in science ● Katti - Kei a Tatou te ihi Leadership 	BF LK	<ul style="list-style-type: none"> ● Greater participation and achievement of Year 11 Māori students in Science subjects. ● Better outcomes and pathways for Māori students. ● Broadening aspirations for our Māori students
Developing leadership of Māori students to enhance role modeling.	Deans and SLT	<ul style="list-style-type: none"> ● Creating role models for younger students to look up to.
Teachers reaching a shared understanding of goals and approaches that may work with Māori students	All staff	<ul style="list-style-type: none"> ● Shared discussions around success ● Māori students achieving as Māori