

# MASSEY HIGH SCHOOL

## CHARTER



**2016**  
**Better than Before**

# MASSEY HIGH SCHOOL CHARTER

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## CONTENTS

1.	Planning process	2
2.	Vision	3
	a. Objective	3
	b. Special Character of the School	3
	c. Importance of Tangata whenua	4
	d. School Motto	5
	e. Community Values Statement	5
	f. Vision Statement	5
3.	Strategic Plan	6
4.	Annual Plan	8
5.	Departmental Annual Plan Template	10

## APPENDICES

A.	Massey High School Achievement Statistics	12
B.	Extract from Statement of Intent:- 2012 – 2017	13
C.	National Administration Guidelines – NAG 1	17
D.	Ka Hikitia – Managing for Success	20
E.	Pasifika Education Plan – Compulsory Section	26
F.	Five Year Property Plan	27
G.	Professional Development Plan	28
H.	Request to Access Professional Development	31
I.	Special Programmes	35
J.	Tertiary Charter and Profile	42
K.	Success for All Factsheet	63
L.	Annual Report and Financial Statements	65

# **1 PLANNING PROCESS**

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The charter was developed after consultation, research and analysis by the Massey High School Board of Trustees. The Board considered the New Zealand Curriculum requirements, the NEGS and NAGS, the Ministry of Education's Statement of Intent 2013 – 2018, Ka Hikitia – Accelerating Success, the Pasifika Education Plan 2013 - 2017, Success for All and the ERO Evaluation Indicators. This information enabled the Board to prioritise its strategic direction for the next three to five years.

Each year the Board of Trustees consults with the school community and reviews and updates its charter accordingly if required.

The following three categories of the Board's aims, objectives, priorities, and targets are integrated within the schools strategic and annual plans;

- Student achievement: including the assessment of students against any national standard,
- the Board's activities aimed at meeting both general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to that school,
- the management of the school's and Board's capability, resources, assets, and liabilities, including its human resources, finances, property, and other ownership matters.

## **2 VISION**

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### **a. Objective**

Before establishing a vision statement that met the stakeholders' expectations for the school, the Board reviewed the community's expectations against the existing school charter, taking into account the special character of the school, acknowledgement of the importance of the tangata whenua, the National Education Priorities and other relevant factors.

### **b. Special character of the school**

The Board analysed the special character of the school, taking into account its socio-demographic make-up, existing structures and programmes. These include:

- **Co-educational** - the unique demands of a co-educational school environment.
- **Large** – approximately 2000 students.
- **Multi-cultural** - (including 40% European, 23% Māori, 22.5% Pasifika, 12.5% Asian, 3% Other) Massey High School has a balanced representation on its Board of Trustees, consisting of European, Māori and Pasifika representatives.
- **Diverse range of socio-economic backgrounds** - whilst Massey High School is designated decile 4, it draws its students from a catchment area that includes suburbs that would be categorised decile 1 to 10.
- **Innovative** - Massey High School has implemented a number of innovative teaching and learning projects since 2001 such as a semester timetable, Te Kotahitanga, Academic Counselling, SUMMIT Gifted and Talented programmes, Māori Bilingual Programme, Vocational Academies (AWVA), Pathways West, STAR, Gateway, Focused Learning including Special Needs, Sports Academy, Dance Academy, Restorative practices, school campus structure (schools within the school) and has established a variety of tertiary partnerships.

- ***Pasifika programmes*** - Massey High School recognises the importance and growth of the Pasifika population through initiatives such as homework centres, Pasifika Literacy and mentoring programmes.
- ***Quality staff*** - The reputation of the school with its innovative teaching environment results in a high number of applicants for job vacancies leading to the appointment of high calibre teaching staff. All teaching staff participate in professional learning and development.
- ***External links*** - Massey High School has developed extensive links with outside agencies, both professional and commercial.
- ***International students*** - Massey High School has high quality programmes which attract international students from many countries. In 2016, 40 students from Shanghai Guangming High School will enroll at Massey High School for 6 months as the second stage in an innovative Joint Education Programme. The first 30 who spent 2 semesters at Massey High School will return for Year 13 in 2017.
- ***Technology*** - Massey High School integrates technology to deliver the curriculum.
- ***Extra-curricular*** -A wide range of extra-curricular activities are undertaken in the fields of academic, sporting and cultural endeavours.
- ***Adult and Community Education programmes*** - the school offers a wide range of programmes run in the evening for adult members of our community.
- ***Auckland West Vocational Academy*** – Massey High School has been granted academy status by the Ministry of Education and in 2012 established a vocational academy. The school has been named as the lead school for the establishment of further academies in other West Auckland Schools. Since then we have been joined by three other schools and work closely with a number of Tertiary providers. This provides a wide range of training opportunities for the community of West Auckland.
- ***School Development Manager*** – to secure funding to underwrite Massey High School’s special programmes, event management and establishment of the MHS Foundation for Excellence in Teaching and Learning.

**c. Acknowledgement of the importance of tangata whenua**

*Treaty of Waitangi* - Massey High School continues to focus on fulfilling, the intent of the Treaty of Waitangi. At Massey High school we recognise the commitment to raising achievement and the importance of the language of Te Reo Māori and Tikanga Māori. A culturally safe, physical and emotional environment is provided for all Māori students and staff.

**d. School motto**

The Board agreed that the school motto reflected the aspirations of students, parents, staff and community.

***Massey High School – Seek the Heights***  
“Kimihiā nga maunga teitei”

**e. Community values statement**

The Board recognises the importance of the community within which it operates and adopted the following community values statement:

*Massey High School supports the values of excellence, equity, respect, integrity, and community. Massey High School acknowledges and supports the multi-cultural and diverse nature of its community. It strives to meet the needs of parents, students, tertiary educators and employers in providing an environment where students will not only achieve academically but who will leave secondary school well rounded and with good citizen attributes.*

**f. Vision statement**

**Massey High School Vision Statement**  
*Seek the Heights*

“Better than Before”

Massey High School will produce confident young people, who constantly strive to improve and who will shape the world of tomorrow.

# Strategic Plan

## VISION

“Better than Before”

Massey High School will produce confident young people, who constantly strive to improve and who will shape the world of tomorrow.

## OUR STRATEGIC GOALS

### ACHIEVEMENT

To improve the quality of qualifications achieved by all and promote academic excellence.

### PATHWAYS TOWARDS LIFELONG LEARNING

To continually build partnerships with community and tertiary providers which develop appropriate pathways to meet individual learner aspirations. To produce students who are well prepared for life after secondary school and beyond.

## KEY OUTCOMES – 3 - 5 years

### OUTCOMES FOR ALL

- ◆ Improved Numeracy and Literacy<sup>1</sup>
- ◆ Improved overall achievement (as measured by asTTle, MidYIS and NCEA and UE results<sup>1,2</sup>)
- ◆ Increased proportion of students gaining endorsed NCEA Certificates
- ◆ Increased number of NZQA Scholarship results
- ◆ Increased number of students leaving school with a minimum qualification of NCEA Level 2<sup>3</sup>
- ◆ Improved number of students being retained to and completing Year 13<sup>4, 7</sup>
- ◆ Increased proportion of students continuing to Tertiary Education<sup>5, 7</sup>
- ◆ Increased learning opportunities for Tikanga Māori and Te Reo Māori<sup>8</sup>.
- ◆ Enhanced communication with parents
- ◆ Improved parental participation in Whānau and Parent Teacher Meetings
- ◆ Focus on a modern learning environment that is conducive to learning<sup>7</sup>
- ◆ Learning environment to enhance physical and emotional wellbeing
- ◆ Improved transition and integration of new students into MHS and beyond
- ◆ Proficient use of NZC Key Competencies (TRUMP), Principles and school values
- ◆ All school leavers from MHS in employment, education or training<sup>7</sup>
- ◆ Provision of pathways to tertiary education<sup>7</sup>
- ◆ Improved re-engagement of members of the community who have become disconnected from education
- ◆ Enhance vocational academy provision

### LINKS TO GOALS

1 2 3 4

X		X	
X			
X			
X			
X		X	
X	X		
X			
X	X	X	
X	X		
X			
X			
		X	X
		X	
		X	X
		X	X
		X	X

### PRIORITY LEARNERS

Māori PI SEN

X	X	X
X	X	X
X	X	X
		X
X	X	X
X	X	
X	X	X
X		
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X

# Supporting Information

## Alignment with National Policy Documents and References

1. NAG 1. Statement of Intent 2013-2018 (SOI) Better Public Service Target (BPST) (85% 18-yr olds will have NCEA Level 2). Ka Hikitia: Accelerating Success 2013-2017 and Pasifika Education Plan 2013-2017 (Target: Pasifika Literacy and numeracy by 2017 = 95%). Success for All Policy (SEN).
2. NAG 1. SOI BPST. Ka Hikitia: Accelerating Success Pasifika Education Plan (PEP) (Target: PI school leavers with UE ≥ 30% by 2017).
3. NAG 1. SOI – Desired strategic direction. Ka Hikitia: Accelerating Success and Pasifika PEP Target (Target: PI leavers ≥ L2 = 85% by 2017).
4. NAG 1. SOI BPST. Ka Hikitia: Accelerating Success Pasifika Education Plan (PEP) (Target: PI school leavers with UE has parity with non-Pasifika students by 2017).
5. Ka Hikitia: Accelerating Success
6. New Zealand Curriculum Competencies (TRUMP) and Principles.
7. 10YPP – 10 Year Property Plan
8. Tau Mai Te Reo: The Māori Language in Education Strategy

### Other References

- Te Kotahitanga - GPILSEO - Goals, Pedagogy, Institution, Leadership, Spread, Evidence, Ownership. Observation sheet for Engagement. He Kakano.
- Leadership BES – V. Robertson.
- Visible Learning book series – J. Hattie, G. Yates
- Teaching as Inquiry – H. Timperley
- Starpath Reports – University of Auckland
- Measureable Gains framework – MoE.
- ERO Reports; Evaluation at a Glance: Priority Learners, making Connections for Pasifika Learners, Wellbeing for Success, increasing Educational Achievement in Secondary Schools (ART)

### Practices and Actions to Achieve Outcomes for All

Goal	Programme	Monitoring and Reporting	Funding
1	Massey High School BOT will provide adequate resources to ensure key outcomes are achieved through establishment of Teaching and Learning team (RPM & CPM) Senior GAT scholarship club, GATE, SUMMIT, ART13-17 Joint initiatives with tertiary institutions, PLD programme based on staff needs analysis, Bilingual Programme. Māori and Pasifika Homework Centres	Incorporated within teachers PMS, Financial Report to BOT, Principal Report to BOT, Yearly Budget Report to BOT, Benchmark Testing, Reporting of Achievement to BOT (MidYIS, asTTle, NCEA feedback), Academic Counselling, Whānau Sub-Committee Report to BOT, Self-Review Committee Reporting.	Teaching and Learning Budget 5YA Property Budget  Source outside funding for special programmes
2	Professional development of effective teaching practices using research based proven pedagogical strategies. Promote and enhance existing cultural activities and protocols, Health and Safety continual review process, Restorative practices training, Student transition programme, Student induction programme,	Incorporated within teachers PMS, Effective Practice Committee, Health and Safety Committee Report to BOT, Whānau Sub-Committee Report to BOT, Timetable Committee, Principal, SMT, HOF, HOD, Deans, Cultural Leaders, Guidance, Property Manager roles, Professional Development of BOT and staff, Community surveys, Professional standards monitoring.	5YA Property Budget  PLD Budget  Relief Budget  PB4L Budget
3	NZC links in departmental schemes of work, Academic Counselling, ART13-17 Careers programme Leadership training, Whānau meetings Pasifika group meetings	Reporting to Principal, Destinations analysis, Incorporated within teachers PMS, Parental attendance at PTM, Futures Evening, NCEA and other meetings, Community Surveys, Production of newsletters, fliers and electronic forms of communication.	Teaching and Learning Budget Career Budget Maori/Pasifika Equity Budget PLD Budget AC Budget
4	Auckland West Vocational Academy (AWVA), Pathways WEST, Teach First NZ, Teacher Education Enhanced Practice	SMT and Self-review committee Principals Report to BOT	T+L Budget STP (Secondary Tertiary Partnership)

# Annual Plan

OUR STRATEGIC GOALS

To improve the quality of qualifications achieved by all and promote academic excellence.

OUR ANNUAL GOALS

## ACHIEVEMENT

Achievement of at least the NCEA Level 2 Certificate for all students before leaving Massey High School.

SPECIFIC FOCII

- Improve the performance in University Entrance for all students and specifically for Maori and Pasifika students
- Improve the performance of all student at all three levels of NCEA and specifically for Maori and Pasifika students
- Improve Literacy across all subjects and all levels
- Build leadership capacity (staff/student)

## PATHWAYS TOWARDS LIFELONG LEARNING

To continually build partnerships with community and tertiary providers which develop appropriate pathways to meet individual learner aspirations. To produce students who are well prepared for life after secondary school and beyond.

STRATEGIES

### TEACHING and LEARNING

- Establish a teaching and learning team
- Continue the role of the RPM (Relational Pedagogical mentor)
- Develop a new teaching and learning team role of the CPM (collaborative pedagogical mentor)
- Increase teacher observation cycle and develop mentoring and coaching strategies
- Strengthen inquiry cycle of PLD for staff
- Develop school wide literacy strategies
- Develop teaching and learning handbook
- Introduce progress leader and design their strategies
- Construct an Effective Learner Profile

### LEADERSHIP

- Growing leaders at all levels (teacher and student)

### Behaviour and Attendance

- Establish a behaviour and attendance team
- Develop late procedures and monitor
- Develop attendance tracking procedures and implement

### PRIORITY LEARNERS: Maori

- As for teaching and learning
- RPMs working alongside with departments
- Review the Bilingual programme
- ART13-17 to focus on Maori achievement at NCEA L2
- Examine Maori parent and student voice regarding Maori achieving success as Maori
- Report regularly on progress of Maori students to the Maori community
- Evaluate role of Maori Achievement Liaison officer
- Improve retention of Maori Students
- Increase the rate of participation and achievement of learners in Maori Language in education<sup>8</sup>.

### PRIORITY LEARNERS: Pasifika

- As for Teaching and Learning
- ART13-17 to focus on Pasifika achievement at NCEA
- Consolidate Pasifika Education Plan 2013 – 2017.
- Further Engagement of Pasifika families through individual parent meetings
- Evaluate role of Pasifika Achievement Liaison officer
- Raise achievement across all year levels
- Encourage Pasifika families into school to share learning experiences with their students (Computers at home prog)

### PRIORITY LEARNERS: SEN

- Continue to implement CATS, LEO, PLP and features of the Secondary Numeracy Project.
- SENCO to compile achievement data regarding SEN
- Consolidate SUMMIT (GATE) and pathways to enhanced achievement at the Scholarship and for Course and Certificate endorsement

### Students develop NZC Key Competencies

- Principles and Key Competencies to be included in all schemes

### Increased proportion of leavers with a minimum of NCEA Level 2 with the aim of achieving 85% of 18 year olds by 2017

- Maintain Academic Counselling Programme
- Introduce role of Progress Leaders
- 85% of Maori and Pasifika student leavers to have a minimum of NCEA Level 2

### All school leavers from MHS in employment, education and training (Destinations)

#### NB: Destinations data is lagged by 12 months

- Track students for 1<sup>st</sup> year after leaving Massey High School
- Continue analysis of destination data
- Reduce NEET students.
- ART13-17 strategy
- Explore tracking package

### Improved physical and emotional environment

- Continue the development of PB4L
- Student survey data, student focus groups
- Survey and community parents/whānau

### Focus on environment that is conducive to learning

- observation sheet on engagement
- Continue School Foundation involvement
- Explore new timetable structures and trial that will deepen the opportunities to learn, reduce movement through the school and match with local secondary schools to facilitate partnerships

### Senior College

- Develop seamless enabled vocational pathways for student to Level 4 and beyond
- To provide regional solution to national issue re the retention and training of our youth
- Develop a business plan in collaboration with partner schools
- Provide coherent programmes for students at West Auckland schools

### AWVA

- Continue to develop academies based on community and business needs
- Review current academic curricula
- Increase student numbers
- Engage further West Auckland schools

### Collaborative Arrangements

- Expand secondary tertiary partnerships focusing on Vocational Pathways; eg Pathways West

### Expansion of joint initiatives with tertiary institutions

- Continue to participate in the Teach First NZ Teacher Education Programme in partnership with the UoA



