



# School Charter Strategic and Annual Plan for Massey High School 2018 - 2021

Principals' endorsement:	Glen Denham	
Board of Trustees' endorsement:	John Garelja	
Submission date to Ministry of Education:	12 <sup>th</sup> April 2018	

**Massey High School  
2018 - 2021  
Introductory Section - Strategic Intentions**

<b>Vision</b>	<hr/> <p style="text-align: center;"><b>“Better than Before”</b> <b>Massey High School will produce confident young people, who constantly strive to improve themselves and who will shape the world of tomorrow.</b></p> <hr/> <p><b>Objective</b></p> <p>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.</p> <p><b>School motto</b></p> <p>The Board agreed that the school motto reflected the aspirations of students, parents, staff and community.</p> <p style="text-align: center;"><i><b>Massey High School – Seek the Heights</b></i> <i><b>“Kimihiā ngā maunga teitei”</b></i></p>
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<p><b>Values</b></p>	<p><b>Community values statement</b></p> <p>The Board recognises the importance of the community within which it operates and adopted the following community values statement:</p> <p><i>Massey High School embodies 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 aspire to achieve academically but who will leave secondary school as well rounded global citizen attributes who will contribute positively to our community.</i></p> <p style="text-align: center;"><b>Excellence, Equity, Respect, Integrity, Community</b></p>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p><b>Acknowledgement of the importance of tangata whenua</b></p> <p><i>Treaty of Waitangi</i> - 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.</p>
<p><b>Special Character</b></p>	<p>The Board analysed the special character of the school, taking into account its socio-demographic make-up, existing structures and programmes. These include:</p> <p><b>Multi-cultural</b> - (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.</p> <p><b>Innovative</b> - Massey High School has implemented a number of innovative teaching and learning projects such as a semester timetable, Academic Counselling, Extended Strategic Leadership Team, Coaching, SUMMIT Gifted and Talented programmes, Vocational Academies (AWVA), Pathways West, STAR, Gateway, Focused Learning including Special Needs, Sports Academy, Dance Academy, Restorative practices, Every Student Counts (ESC),</p>

Period 6 classes, Exam warm-ups, Booster days, Sprinter and Summer Schools 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 targeted homework centres, Pasifika Literacy and mentoring programmes.

**Quality staff** - Massey High School has a strong reputation with its innovative teaching practices and we are dedicated to putting the best teachers in front of our students. All teachers participate in regular professional learning and development and a coaching programme.

**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 a range of different countries.

**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.

**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 four 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.

**Kāhui Ako** - Massey High School is in the unusual situation of belonging to two Kāhui Ako. Our student population draws heavily from 15 primary schools that have formed into two separate but distinct Kāhui Ako. Hence, it is appropriate to belong to the two Kāhui Ako that serve our students and community. These are Whiria te Tangata Kāhui Ako and Tiriwa (Massey) Kāhui Ako.

# 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

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

# Supporting Information

## Alignment with National Policy Documents and References

**Note: Pasifika Education Plan and Ka Hikitia have not been updated for 2018 and beyond, at the time of writing.**

- NAG 1. Four Year Plan (2016 – 2020). 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).
- NAG 1. Four Year Plan (2016 – 2020). BPST. Ka Hikitia: Accelerating Success Pasifika Education Plan (PEP) (Target: PI school leavers with UE ≥ 30% by 2017).
- NAG 1. Four Year Plan (2016 – 2020). Ka Hikitia: Accelerating Success and Pasifika PEP Target (Target: PI leavers ≥ L2 = 85% by 2017).
- NAG 1. Four Year Plan (2016 – 2020). BPST. Ka Hikitia: Accelerating Success Pasifika Education Plan (PEP) (Target: PI school leavers with UE has parity with non-Pasifika students by 2017).
- Ka Hikitia: Accelerating Success
- New Zealand Curriculum Competencies (TRUMP) and Principles.
- 10YPP – 10 Year Property Plan
- Tau Mai Te Reo: The Māori Language in Education Strategy
- Achievement Challenges of Whiria te Tangata and Massey Kahui Ako.

### Practices and Actions to Achieve Outcomes for All

Goal	Programme	Monitoring and Reporting	Funding
1	<p>Massey High School BOT will provide adequate resources to ensure key outcomes are achieved through establishment of Teaching and Learning team</p> <p>Senior scholarship club, SUMMIT</p> <p>Joint initiatives with tertiary institutions, PLD programme and coaching training based on staff needs analysis.</p> <p>Establishment of Period 6 &amp; Homework</p>	<p>Incorporated within teachers Appraisal, 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, Self-Review Committee Reporting.</p>	<p>Teaching and Learning Budget</p> <p>5YA Property Budget</p> <p>Source outside funding for special programmes</p>
	<p>Professional development of effective teaching practices using research based proven pedagogical strategies.</p> <p>Promote and enhance existing cultural activities and protocols, Health and Safety continual review process, Restorative practices training, Student transition programme, Student induction programme,</p>	<p>Incorporated within teacher's PMS, Effective Practice Committee, Health and Safety Committee Report to BOT, Timetable Committee, Principal, SLT, HOF, HOD, Deans, Cultural Leaders, Guidance, Property Manager roles, Professional Development of BOT and staff, Community surveys, Professional standards monitoring using "Our code, our standards".</p>	<p>5YA Property Budget</p> <p>PLD Budget</p> <p>Relief Budget</p> <p>PB4L Budget</p>
2	<p>NZC links in departmental schemes of work,</p> <p>Academic Counselling, Careers programme</p> <p>Leadership training, Pasifika group meetings</p>	<p>Reporting to Principal, Destinations analysis, Incorporated within teacher's PMS, Parental attendance at PTM, Futures Evening, NCEA and other meetings, Community Surveys, Production of newsletters, fliers and electronic forms of communication.</p>	<p>Teaching and Learning Budget</p> <p>Career Budget</p> <p>Equity Budget</p> <p>PLD Budget</p> <p>AC Budget</p>
	<p>Auckland West Vocational Academy (AWVA), Pathways WEST, Teach First NZ, Teacher Education Enhanced Practice</p>	<p>SLT and Self-review committee Principals Report to BOT</p>	<p>T+L Budget STP (Secondary Tertiary Partnership)</p>

## Annual Plan 2018

<b>Our Strategic Goals</b>	To improve the quality of qualifications achieved by all and promote academic excellence.	<b>PATHWAYS TOWARDS LIFELONG LEARNING</b>  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.
<b>Our Annual Goals</b>	<b>ACHIEVEMENT</b> Achievement of at least the NCEA Level 2 Certificate for all students before leaving Massey High School.	
<b>Specific Focus</b>	<ul style="list-style-type: none"> <li>• Improve the performance in University Entrance for all students and specifically for Māori and Pasifika students</li> <li>• Improve Literacy across all subjects and all levels</li> <li>• Introduce and embed CLIPA Model (Coaching, Leadership, Inquiry, Professional Development &amp; Appraisal)</li> <li>• Build leadership capacity (middle leaders)</li> </ul>	

<b>Strategies</b>	<b><u>TEACHING and LEARNING</u></b>	<p style="text-align: center;"><b><u>Increased proportion of leavers with a minimum of NCEA Level 2 with the aim of achieving 85% of 18-year olds by 2017</u></b></p> <ul style="list-style-type: none"> <li>• Strengthen Academic Counselling Programme by linking in Progress Leader role.</li> <li>• 85% of Māori and Pasifika student leavers to have a minimum of NCEA Level 2</li> </ul> <p style="text-align: center;"><b><u>Improved physical and emotional environment</u></b></p> <ul style="list-style-type: none"> <li>• Continue the development of PB4L</li> <li>• Student survey data, student focus groups</li> <li>• Survey and community parents/whānau</li> </ul> <p style="text-align: center;"><b><u>Focus on environment that is conducive to learning</u></b></p> <ul style="list-style-type: none"> <li>• Observation sheet on engagement</li> <li>• Continue School Foundation involvement</li> <li>• 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</li> </ul> <p style="text-align: center;"><b><u>Senior College</u></b></p> <ul style="list-style-type: none"> <li>• Develop seamless enabled vocational pathways for student to Level 4 and beyond</li> <li>• To provide regional solution to national issue re the retention and training of our youth</li> <li>• Develop a business plan in collaboration with partner schools</li> <li>• Provide coherent programmes for students at West Auckland schools</li> </ul> <p style="text-align: center;"><b><u>AWVA</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop academies based on community and business needs</li> <li>• Review current academic curricula</li> <li>• Increase student numbers</li> <li>• Engage further West Auckland schools</li> </ul> <p style="text-align: center;"><b><u>Collaborative Arrangements</u></b></p> <ul style="list-style-type: none"> <li>• Expand secondary tertiary partnerships focusing on Vocational Pathways; eg UPC Unitec Pathways College and Multi Skills.</li> </ul> <p style="text-align: center;"><b><u>Expansion of joint initiatives with tertiary institutions</u></b></p> <ul style="list-style-type: none"> <li>• Continue to participate in the Teach First NZ and Masters in Teaching Teacher Education Programmes in partnership with “The Mindlab” and the UoA respectively</li> </ul> <p style="text-align: center;"><b><u>Kāhui Ako</u></b></p> <ul style="list-style-type: none"> <li>• Links to Whiria te Tangata and Massey Kāhui Ako.</li> </ul>
	<b><u>LEADERSHIP</u></b>	
	<b><u>PRIORITY LEARNERS: Māori</u></b>	
	<b><u>PRIORITY LEARNERS: Pasifika</u></b>	
<b><u>PRIORITY LEARNERS: SEN</u></b>		

Measure	Last 3 yr trend	Context and Targets for 2018														
		NB:All targets are based on a cohort of students and should not be compared to the previous year.														
TARGETS		Māori and Pasifika Students gaining Level 3														
INCREASE the percentage of Māori and Pasifika Students with NCEA Level 3		%	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	↑	Māori	35	43	43	38	43	34	44	54	44	61	63	63	70	
	↑	Pasifika	39	36	29	39	32	44	39	53	47	50	53	75	78	
		Māori and Pasifika Students gaining University Entrance														
INCREASE the percentage of Māori and Pasifika Students leaving Massey High School with University Entrance (UE).	↑	Māori	28	39	35	30	28	22	37	42	11	27	30	36	50	
	↓	Pasifika	23	28	29	21	22	25	25	36	21	27	22	20	50	
		Level 3 by Gender														
INCREASE the percentage of Male students leaving Massey High School with NCEA Level 3	↑	Male	44	57	46	43	40	45	50	57	46	70	65	74	82	
	↑	Female	61	62	57	65	67	66	69	74	66	69	80	82	87	
		Level 2 by Gender														
INCREASE/MAINTAIN the percentage of Male Students leaving Massey High School with NCEA Level 2.	↑	Male	54	53	57	55	54	65	63	70	79	73	65	90	92	
	↑	Female	62	63	63	78	78	76	76	85	85	85	80	94	98	
		UE by Gender														
INCREASE the percentage of Male Students leaving Massey High School with UE.	↑	Male	38	47	43	38	34	31	38	48	26	45	38	50	50	
	↑	Female	51	56	50	50	57	50	57	63	40	48	58	63	70	
		Other Information and Targets														
INCREASE the percentage of students with high-level qualifications, with accelerated achievement for Māori, Pasifika and Male students.		%	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	↑	All Lvl 1	57	64	67	64	73	68	63	75	80	75	73	80	87	
	↑	Male L1	51	59	64	57	65	62	58	74	73	70	65	74	80	
	↑	Female L1	63	67	73	72	75	72	68	76	88	80	76	87	94	
	↑	Māori L1	39	51	53	46	61	49	45	65	69	65	58	77	80	
	↑	Pasifika L1	37	57	53	60	64	61	51	68	75	59	58	70	78	
	↑	All Lvl 2	56	58	59	66	66	70	72	77	82	79	85	92	97	
	↑	Māori L2	40	45	42	56	61	58	50	68	80	73	85	81	90	
	↑	Pasifika L2	41	35	47	52	55	61	66	77	75	64	85	93	96	
	↓	All Lvl 3	51	60	50	55	53	55	59	66	55	70	73	81	89	
↓	UE	45	52	47	44	44	40	50	55	33	47	48	51	60		
		Promoting Academic Excellence														
INCREASE percentage of students gaining Merit and Excellence Endorsements at NCEA Level 1, 2 and 3.		%	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	↑	Excellence Level 1		2	2	2	3	6	6	5	10	8	10	12	15	
	↑	Merit Level 1		15	13	12	13	16	17	17	27	22	18	20	25	
	↑	Excellence Level 2		2	2	2	2	3	5	5	6	9	8	9	12	
	↓	Merit Level 2		11	8	8	10	9	15	12	11	17	17	15	25	
	↔	Excellence Level 3		1	2	1	3	2	4	7	4	5	11	15	15	
	↑	Merit Level 3		12	12	9	7	10	10	15	11	11	16	19	25	
		Scholarship		17	17	32	23	24	23	20	20	18	8	16	25	
		Attendance and Engagement														
INCREASE attendance of students to school.		%	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
			x	x	x	x	x	x	Baseline	87	90	95	95	95	97	
DECREASE the percentage of Māori students stood down and/or suspended.		Māori	25	31	46	52	49	49	40	38	15	10	10	10	8	
		Year 9 and Year 10 Achievement														
INCREASE asTTIE scores in Literacy and numeracy by at least 2 sub-levels at Year 9 and Year 10			2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
		Literacy	+2	+3	+3	.	.	.	+2	+3	+3?	+3	3	3	3	
	Numeracy	+2	+2	+2	+2	.	.	.	+3	+3?	+3	3	3	3		
		Te Reo Mahana														
Increase achievement of NCEA in Te Reo Mahana to 90% plus			2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
		Level 1					100	83	58	72	59	75	67			
		Level 2										69	87	87		
		Level 3										33	40	65		
	UE										8	20	40			



