



School Charter
Strategic and Annual Plan for
Massey High School

2019 - 2022

Principals' endorsement:	Glen Denham	
Board of Trustees' endorsement:	John Garelja	
Submission date to Ministry of Education:	24 June 2021	

Strategic Intentions

<p>Vision</p>	<p>Happy and Successful Lives Massey High School grows aspirational leaders who empower themselves and their community to lead happy and successful lives.</p>
<p>Motto</p>	<p>The Board agreed that the school motto reflected the aspirations of students, parents, staff and community. Massey High School – Seek the Heights - Kimihia ngā Maunga Teitei</p>
<p>Values</p>	<p>Whanaungatanga – relationships and belonging Manaakitanga – caring: giving and receiving care Rangatiratanga – leadership: empowering self and others Community values statement: Massey High School embodies the values of whanaungatanga, manaakitanga and rangatiratanga. We are a school with heart, mind and vision. We value the asset of our community’s diverse and multi-cultural heritages, recognizing the vital roles we each play in creating successful futures together. We are committed to providing an environment that encourages our students to aspire to the heights of success in their chosen fields of endeavour. With leadership, expertise, energy and care, we strive to equip each student with the tools they need to achieve academically and emerge as well-rounded global citizens who will have every opportunity to empower themselves and their communities to lead happy and successful lives.</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p>Cultural Diversity: We value our community’s diverse and multi-cultural heritages, recognizing the vital roles we each play in creating successful futures together. School practices that encourage students to value others’ culture include Maori and Pasifika celebration assemblies, involvement in Pasifika Festivals, national dress days and language weeks and the growth of the Puawai Bati group. Unique position of Māori culture: Practices that integrate Te Reo Māori and tikanga into the operation of the school include school haka, powhiri, learning in the marae, daily karakia and waiata, leadership from the Director of te ao Māori, and promotion of the school values of whanaungatanga, manaakitanga and rangatiratanga.</p>

	<p>Provision of Te Reo Māori: All Year 9 students will learn Te Reo Māori from 2022 and students in all other levels will be offered this opportunity. Bi-lingual summit classes will continue to be offered in the junior school.</p> <p>Te Tiriti o Waitangi: Massey High School is committed to fulfilling the special relationship between Māori and the Crown under Te Tiriti o Waitangi.</p>
<p>Special Character / Māori Medium status</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>Multi-cultural – The student body comprises of (2021)</p> <p>NZ European 30.0%, Maori 24.2%, Samoan 11.0%, Tongan 3.8%, Tuvaluan 3.6%, Indian 3.0%, Cook Islands Maori 2.9%, Niuean 2.6%, Filipino 2.6%, Fijian 2.2%, Burmese 1.4%, Chinese 1.2%, Middle Eastern 1.0%, Korean 1.0%, African 0.6%, Tokelauan 0.6%, Thai 0.6%, Vietnamese 0.6%, Fijian Indian 0.5%, Asian 0.4%, South African European 0.4%, Sri Lankan 0.4%, British 0.3%, Cambodian 0.3%, Kiribati 0.3%, Kurd 0.3%, Taiwanese 0.3%, Australian 0.2%, Iranian/Persian 0.2%, Other Indian 0.2%, Other Southeast Asian 0.2%, Palestinian 0.2%, Syrian 0.2%, Dutch 0.1%, European 0.1%, French 0.1%, Indonesian 0.1%, Jordanian 0.1%, Karen 0.1%, Lao 0.1%, Latin American 0.1%, Other African 0.1%, Other South African 0.1%, Russian 0.1%, Banaban 0.1%, Brazilian 0.1%, Chilean 0.1%, Colombian 0.1%, Congolese 0.1%, Egyptian 0.1%, Ethiopian 0.1%, German 0.1%, Greek 0.1%, Hong Kong Chinese 0.1%, Irish 0.1%, Japanese 0.1%, Nauruan 0.1%, Ni Vanuatu 0.1%, Other European 0.1%, Other Pacific Peoples 0.1%, Romanian 0.1%, Solomon Islander 0.1%, Somali 0.1%, Sri Lankan Tamil 0.1%, Ukrainian 0.1%, Welsh 0.1%.</p> <p>Massey High School has a balanced representation on its Board of Trustees, consisting of European, Māori and Pasifika representatives.</p> <p>Innovative – Massey High School has implemented a number of innovative teaching and learning projects including a new 10-day timetable, academic and careers counselling, extended Strategic Leadership Team, Growth Coaching, Summit Gifted and Talented programmes, 8 Akina Leaders, Vocational Academies (AWVA), Pathways West, STAR, Gateway, Focussed Learning including Special Needs, Sports Academy, Dance Academy, Restorative Practices, Period 6 classes, Booster days, establishment of tertiary partnerships and the new Arohanui Special School.</p>

Pasifika programmes – Massey High School recognises the importance and growth of the Pasifika population through initiatives such as targeted homework centres, Pasifika Literacy, Puawai Bati 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, classroom observations and plan their own growth as part of the Professional Growth Cycle.

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 that attract international students from a range of different countries.

ICT technology – Massey High School has become a BYOD school in 2021. Students and staff are working to incorporate e-learning practices into teaching and learning.

Co-curricular – A wide range of co-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 has established a vocational academy. The school is a lead provider for other west Auckland schools and institutions. Together we work closely with tertiary providers to produce a wide range of training opportunities for the community of west Auckland.

Kāhui Ako – Massey High School is part of Te Kāhui Ako o Tiriwā that serves our students and community.

Arohanui Special School – part of Massey High School

Baseline Data

Students' Learning		2016	2017	2018	2019	2020	Target
		%	%	%	%	%	2021 %
	L1 All	72.5	79.3	78.4	81.1	88.7	87
	L 1 Māori	59.6	77.1	67.0	62.1	79.5	87
	L1 Pasifika	61.0	69.0	71.8	80.5	87.7	87
	L2 All	79.6	89.3	87.7	84.5	86.1	97
	L2 Māori	72.2	75.9	85.4	74.6	78.5	97
	L2 Pasifika	73.0	86.1	83.1	78.4	77.6	97
	L3 All	69.6	74.4	79.9	87.1	88.0	89
	L3 Māori	59.3	59.3	66.7	82.3	81.6	89
	L 3 Pasifika	50.5	66.3	76.9	83.5	86.5	89
	UE	44.2	41.3	41.3	48.8	54.2	60
	Scholarships	8	16	22	12	9	25
Student Engagement	Student voice is collected on various matters. In 2021 student views have been collected on Hui Arotahi and on the curriculum review.						
Review of Charter and Consultation	The school community was consulted on the new school vision and values and on the development of the four-year strategic plan as new board members were appointed. Selected focus groups (e.g. Māori community, parents of children with special needs) are consulted more regularly. In 2021 parents were consulted on reporting effectiveness and on the curriculum review.						

Strategic Plan

OUR STRATEGIC GOALS	1. ACHIEVEMENT To improve the quality of qualifications achieved by all and promote academic excellence.	2. 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		Targeted Learners		
		1.	2.	Māori	Pasifika	SEN
	Improved numeracy and literacy	✓	✓	✓	✓	✓
	Improved overall achievement (as measured by MidYIS and NCEA and UE results)	✓		✓	✓	✓
	Increased proportion of students gaining endorsed NCEA certificates	✓		✓	✓	✓
	Increased number of NZQA scholarships	✓		✓	✓	✓
	Increased number of students leaving school with a minimum qualification of NCEA Level 2	✓	✓	✓	✓	✓
	Improved number of students being retained to and completing Year 13	✓	✓	✓	✓	✓
	Increased proportion of students continuing to tertiary education	✓		✓	✓	✓
	Increased learning opportunities for Tikanga Māori and Te Reo Māori	✓	✓	✓	✓	✓
	Enhanced communication with parents	✓	✓	✓	✓	✓
	Improved parental participation in whanau and parent-teacher meetings	✓	✓	✓	✓	✓
	Focus on a modern learning environment that is conducive to learning		✓	✓	✓	✓
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, Principles and values		✓	✓	✓	✓
	All school leavers from MHS in employment, education or training		✓	✓	✓	✓
	Provision of pathways to tertiary education.		✓	✓	✓	✓
	Improved re-engagement of members of the community who have become disconnected from education		✓	✓	✓	✓
	Enhance vocational academy provision		✓	✓	✓	✓
ALIGNMENT WITH NATIONAL POLICY DOCUMENTS AND REFERENCES	SUPPORTING INFORMATION					
	<ul style="list-style-type: none"> • National Administration Guidelines 1-8 (2017 – Jan 2023) • National Education Goals 1-10 (until Jan 2023) • Ka Hikitia, the Māori Education strategy, and Tau Mai Te Reo, the Māori Language in Education strategy. • The Action Plan for Pacific Education 2020–2030 and Tapasā – Cultural Competencies Framework for Teachers of Pacific Learners. • Success for All Policy (SEN). • The New Zealand Curriculum and Te Marautanga o Aotearoa • 10YPP – 10 Year Property Plan • Achievement Challenges of Te Kāhui Ako o Tiriwā 					
PRACTICES AND ACTIONS TO ACHIEVE OUTCOMES FOR ALL		Programme	Monitoring and Reporting		Funding	
	Goal One	Massey High School BOT will provide adequate resources to ensure key outcomes are achieved through establishment of Teaching and Learning team, Scholarship Institute, Summit, joint initiatives with tertiary institutions, Period 6, PLD programme and coaching training based on staff needs analysis.	Incorporated within teacher observations, appraisal and faculty review Financial Report and yearly budget report to BOT Principal’s Report to BOT Benchmark Testing Reporting of Achievement to BOT Student tracking Professional Growth Cycle		Teaching and Learning budget 5YA Property Budget Outside funding sources for special programmes	

		<p>Professional development of effective teaching practices using research-based proven pedagogical strategies.</p> <p>Promote and enhance cultural activities and protocols</p> <p>Health and Safety continual review process</p> <p>Restorative Practices Training</p> <p>Student transition and induction training, and academic and careers counselling</p>	<p>Teaching and Learning Team</p> <p>Health and Safety Committee</p> <p>Timetabling staff</p> <p>Principal, SLT, HOF, HOD, Deans, Akina Leaders, Cultural Leaders, Guidance, Property Manager roles</p> <p>Professional development of staff and BOT</p> <p>Community surveys</p> <p>Professional standards monitoring</p>	<p>SYA Property Budget</p> <p>PLD Budget</p> <p>Relief Budget</p> <p>PB4L Budget</p>
	Goal Two	<p>NZC links in subject curricula</p> <p>Academic Counselling</p> <p>Careers Counselling</p> <p>Leadership Training</p> <p>Puawai Bati meetings</p> <p>Auckland West Vocational Academy (AWVA), Teach First NZ</p>	<p>Reporting to Principal</p> <p>Destinations analysis</p> <p>Teachers Professional Growth Cycle</p> <p>Parental attendance at PTMs, Futures Evening, NCEA and other meetings</p> <p>Community surveys</p> <p>Production of newsletters, fliers, emails and website</p> <p>SLT and Principal's report to BOT</p>	<p>Teaching and Learning Budget</p> <p>Career Budget</p> <p>Equity Budget</p> <p>PLD Budget</p> <p>AC Budget</p> <p>T & L Budget STP (Secondary Tertiary Partnership)</p>

Our 2021 Annual Plan



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