

**Mackenzie College
Fairlie, South Canterbury**

Confirmed

Education Review Report

Education Review Report

Mackenzie College

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Mackenzie College is a small, rural family-centred school in Fairlie.

Since the last review in October 2010, the school has continued to make positive progress. There have been significant staff changes, including a recently appointed principal and many teachers. The gymnasium has been redeveloped and extended. Students enjoy learning in the modern technology rooms and science laboratories. A positive school culture has continued to develop over time.

Students benefit from strong community support with school activities, events and Education Outside the Classroom (EOTC). The school's curriculum makes good use of the local environment for learning experiences. Some students achieve very well in adventure sports events within and beyond New Zealand. Students take up many leadership roles and are well supported by their peers and the staff.

Students in Years 11 to 13 learn in classes that are sometimes multi-level or subject based. Distance learning opportunities are also taken by some senior students. Students in Years 7 and 8 are taught by specialist teachers throughout their timetable.

There are family-like, friendly, supportive relationships between teachers and students, and generally between the students. These relationships are strengthened by the many opportunities there are for staff and students to participate in activities/curriculum events together. Teachers are collegial.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Student achievement information should be better used to make positive changes to learners' engagement, progress and achievement.

Most students are achieving at or above the National Standards in Years 7 and 8 in reading, writing and mathematics. This is more evident for students in Year 7 than Year 8. The school's analysis shows students make good progress between Years 9 and 11. Greater proportions of senior students are achieving NCEA in Years 11 to 13 than most comparable schools. Almost all Year 11 students gained Level 1 numeracy and literacy requirements for NCEA in 2013. Many students gain certificate endorsements. An increasingly large proportion of senior students remain at school until after their 17th birthday.

Senior students are consistently clear about the academic goals they want to achieve. They set high expectations for their achievement of these goals. Teachers support them well to achieve these. Junior students have an awareness of their achievement levels and short-term goals.

The school has introduced two award systems to increase levels of student engagement and achievement in Years 8 to 10. It has yet to review and report on the impact of these against the aims and objectives it sets out to achieve.

Teachers use student achievement information to:

- report achievement levels to students, their parents and senior leaders
- report overall student achievement each term and to monitor progress over time and report to senior leaders
- identify strategies they will use to raise student achievement.

Some teachers are giving students very useful and specific feedback about aspects of their learning.

Senior leaders and learning area leaders use student achievement and progress information to:

- look at trends and patterns over time to determine progress of year groups and individual students
- analyse, reflect on students' results and report to the board.

Senior leaders use student achievement information to inform curriculum, professional learning and resourcing decisions.

Areas for review and development

Students should more consistently know about aspects of their learning, such as:

- what they are learning
- why they are learning it
- specifically what they need to do to improve.

Teachers need to improve the way they use assessment information to plan for students' learning. Teachers should show how they intend to meet the identified needs of individuals and groups of students, and evaluate the effectiveness of their teaching to determine next steps for these students. The school's charter targets should more specifically focus on accelerating the progress of those students who are achieving below or well below expectations. Trustees should make better use of an evaluative approach to know what went well and what needs to be improved.

Senior leaders recognise that parents of students in Years 7 and 8 should receive mid-year reports which clearly show their children's progress in relation to the National Standards.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

Overall, the school's curriculum effectively promotes and supports students' learning.

Teachers are guided by a well-designed curriculum. Key features of these guidelines include:

- a well-developed vision to support students for life beyond school
- clear expectations for teaching
- a comprehensive and supportive pastoral system.

The guidelines for each learning area have useful links with the school-wide curriculum plan.

The school's values are well known and understood by the students. Students appreciate and enjoy the many opportunities to learn in and about the local environment. Some aspects of the curriculum have been modified to better respond to the needs of current students.

Other positive features of the school culture include the way:

- students in all year groups mix easily with one another and learn together during whole-school events and activities
- student successes across a range of activities are celebrated and recognised
- relationships at the school are welcoming, friendly, caring and cooperative.

ERO observed some areas of high-quality teaching practice. Most classrooms were settled, with respectful relationships between students and teachers, and among students.

Areas for review and development

Leaders need to ensure high-quality teaching is taking place consistently across the school by:

- more effectively monitoring teaching practice against the expectations set out in the school's curriculum
- developing robust appraisal processes to support teachers' development.

It is timely for the board, school leaders and teachers, in consultation with students and parents, to review the manageability and sustainability of the current curriculum for teachers and students. This should include an evaluation of how well teaching and learning programmes and initiatives are supporting the school's vision, contributing to strategic priorities and achieving any other intended aims.

How effectively does the school promote educational success for Māori, as Māori?

The school is continuing to develop a curriculum to promote educational success for Māori as Māori.

Māori students achieve well academically and in many other areas, in particular sport.

Throughout the school, leaders, teachers and students show respect for Māori language and culture. This can be seen through school programmes, activities, and practices such as powhiri for new students, staff and visitors, and celebrating events special to Māori such as Mātariki.

The school's kapa haka group has continued to grow in numbers with many Māori, alongside non-Māori peers, enjoying learning about te ao Māori through this group. All students in Years 7 to 10 take part in weekly te reo and tikanga Māori classes.

Tikanga Māori, including core concepts such as manaakitanga/respect and caring, whanaungatanga/relationships and tuakana–teina (older students supporting younger students socially and with their learning), are a part of life at Mackenzie College.

School leaders hold regular meetings with the whānau of Māori students. They have established good relationships with the local marae.

School leaders agree that their next step is to develop a shared understanding of what Māori success means for Mackenzie College and to reflect this in all relevant school documents. This would provide a sound basis for evaluating the impact of programmes and initiatives to promote Māori success.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school is well placed to sustain and improve its performance.

This is evident in the:

- progress over the last four-to-five years to improve the school's performance
- strengthened leadership at the principal level and by the senior leaders over recent years
- high levels of commitment by staff to support students, within and beyond the classroom
- comprehensive and effective systems to manage senior assessment throughout the school
- increased knowledge trustees have about their roles and governance practices
- focus on school development and continuous improvement
- improved financial position
- way in which senior leaders and the board consult with the community and act on the information provided.

Areas for review and development

The school's trustees and ERO agree that the next steps to strengthen governance practices are to ensure that:

- strategic and annual planning reflect the school's priorities for development
- priorities for development are closely linked to all relevant aspects of school operations
- trustees receive regular reports about progress towards achievement of school priorities
- any review identifies what has made a positive impact and what needs to be improved
- senior leaders and the board gather and consider the views of staff about matters that affect them.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code. At the time of this review, no international fee-paying students were attending the school.

The school is aware of the need to strengthen the rigour of its annual review against the Code and document the outcomes of review thoroughly in the event that international fee-paying students enrol in the future.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.



Graham Randell
National Manager Review Services
Southern Region

11 June 2014

About the School

Location	Fairlie, South Canterbury	
Ministry of Education profile number	353	
School type	Secondary (Years 7 to 13)	
School roll	201	
Number of international students	0	
Gender composition	Boys: 57% Girls: 43%	
Ethnic composition	NZ European/Pākehā Māori Asian	83% 13% 4%
Special Features	Itinerant Music cluster - participant in	
Review team on site	April 2014	
Date of this report	11 June 2014	
Most recent ERO report(s)	Education Review Supplementary Review Education Review	October 2010 May 2009 June 2008