

Manawatu College Education Review

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Manawatu College

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

Manawatu College is a co-educational secondary school, catering for students from Foxton and the surrounding rural area. At the time of this review in August 2010, the school had a roll of 401 students, 48% of whom were Māori. The attractive physical surroundings are well maintained and treated respectfully. Key school values are apparent in the environment and student work is displayed and celebrated.

Comprehensive schoolwide literacy and numeracy achievement information is collected in the junior school. A wide range of initiatives supports students identified as at risk of not achieving and those requiring extension. Year 9 and 10 data should be used more consistently by departments to consider progress and identify next steps for individuals and groups. Participation statistics indicate students achieve National Certificates of Educational Achievement (NCEA) at levels above other decile 1 to 3 coeducational schools, markedly at Level 3. In most years leavers gain NCEA Level 2 qualifications at similar levels to comparable schools, but below students nationally.

The Manawatu College Achievement Certificate motivates juniors to complete work and to focus on achievement. A mentoring system provides each student with regular one-on-one academic and career goal-setting opportunities.

The school environment effectively fosters the holistic development of Māori students. They gain NCEA at levels below their non Māori peers. The school has specific initiatives to assist teachers to raise the level of Māori achievement. Māori students demonstrate confidence and articulate pride in their school.

Respectful, affirming relationships among students and with their teachers create an environment conducive to learning. Small class sizes contribute to students being well known and supported. Positive relationships build a safe and inclusive culture. The MANA (Manaakitanga (support and care), Aspire (have a vision), Ngai Tatou (team work) and Achievement (set and achieve goals) positive guidance programme underpins practices and contributes to a positive tone where school pride is promoted. Settled environments and the schoolwide focus on learning allow effective use of class time. Many leadership opportunities for students are available in service, performing arts and sport.

Student learning is supported by many effective teaching strategies. Teachers purposefully

engage in professional learning and development (PLD). Regular opportunities for professional learning conversations allow teachers to share good practice. The school has identified the need to further strengthen the impact of PLD on teaching and learning as a next step.

Senior leaders use internal and external opportunities for self review focused on improving engagement and achievement. They promote links with the community and external agencies to benefit students.

Trustees bring a diverse range of skills and previous board experience with them to their governance roles. Achievement information supports the board to make strongly student-centred decisions about resourcing.

Future Action

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

2 Manawatu College's Curriculum

How effectively does the curriculum of Manawatu College promote student learning - engagement, progress and achievement?

School context and self review

To cater for students from the surrounding community, the school uses Year 8 assessment information in literacy and numeracy to determine the placement of students in Year 9 classes and assist the early identification of those at risk of underachieving.

Comprehensive schoolwide literacy and numeracy achievement information is collected in the junior school. Analysis includes ethnicity and gender performance and progress during each year. Some achievement information is considered in relation to national curriculum age expectations. Year 9 and 10 data should be used more consistently by departments to consider progress and identify next steps for individuals or groups.

Participation statistics indicate students achieve National Certificates of Educational Achievement (NCEA) at levels above other decile 1 to 3 co-educational schools, markedly at Level 3. Merit endorsements are gained at levels above comparable schools. In 2009, there were some NCEA excellence endorsements at Level 2. Students gain credits from unit standards at a level similar to comparable schools and significantly above the national average. The school has identified the strengthening of mentoring programmes as a significant contributor to further improving these results. The 2010 annual plan includes increasing the proportion of achievement standard credits and merit and excellence results. These general actions are aimed at improving the quality of NCEA results.

Māori students gain NCEA at levels below their non-Māori peers. Some specific initiatives are in place to assist teachers to raise the level of Māori achievement.

Students continue to Year 13 at levels comparable to other decile 2 schools. In most years leavers have gained NCEA Level 2 qualifications at levels akin to similar schools, although lower than all schools nationally.

Areas of strength

- Respectful, affirming relationships among students and with teachers contribute to an environment conducive to learning. Vertical tutor groups and peer support programmes encourage positive interactions across age groups. Students at all year levels enjoy leadership opportunities that develop potential. Students have a range of opportunities to contribute to review. Some teachers invite feedback on teaching practice and student voice contributes to board decisions.

- Students are highly engaged in classes where they: understand and contribute to the learning focus; know their achievement and progress; receive individual support; and have next steps clearly identified. They feel confident to take risks. Most students follow known routines. Settled environments and the schoolwide focus on learning contribute to effective use of class time. The Manawatu Achievement Certificate programme encourages motivation at Year 9 and 10 and is valued by students and parents.
- The MANA positive guidance programme underpins school practices. The cornerstone values are clearly stated - Manaakitanga (support and care), Aspire (have a vision), Ngai Tatou (team work) and Achievement (set and achieve goals). The programme is focused on building student engagement with learning and school. Restorative practices are emphasised. MANA has contributed to a positive school tone where relationships are more respectful, school pride is promoted and students benefit from an improved learning environment.
- Successful teaching strategies include: planned, well-paced lessons; building on students' prior learning; and flexible grouping on the basis of achievement information. Effective questioning extends thinking and develops student self responsibility. Teacher modelling, practical and high interest activities and good humour contribute to increased student motivation.
- Staff purposefully review subjects and courses to ensure senior programmes are responsive to students' needs and interests. Multi-level classes allow students to learn at their own pace.
- A wide range of initiatives supports students identified as at risk of not achieving and those requiring extension. Examples of interventions are: ability banding in the junior school across different curriculum areas; the introduction of classes in Years 9 to 11 with an additional literacy focus; teacher aides in class and outside agency support; and regional school collaboration to develop programmes for high achieving students.
- Teachers purposefully engage in professional learning and development. Regular, formal opportunities allow teachers to share good practice across curriculum areas. Staff initiatives in professional learning groups relevant to identified educational needs of students contribute to ongoing learning conversations. Individual support is available to teachers to improve their capability.
- Senior leaders, staff, parents and whānau successfully collaborate to improve outcomes for students. A range of hui contributes to the development and implementation of MANA. The parent-led Hei Huruhuru supports kaupapa Māori initiatives. Parents access information about their child's learning through the school website. Staff identify that improved reporting of achievement and progress to parents is a next step.
- The school has a wide range of effective interventions and strategies to ensure students

remain engaged with education. These include:

- initiatives to promote attendance, including participation in the Raising Achievement Across Youth Sector truancy project;
- targeted programmes for small groups of 'at risk' students; and
- involvement of families and whānau in the decision making and monitoring of behaviour and learning plans put in place to support individual students.

Senior leaders and staff have a strong emphasis on ensuring all students have every opportunity to engage positively with learning and achieve to their potential.

- The school environment effectively fosters the holistic development of Māori students. In this school:
 - tikanga Māori is valued and promoted in school practices;
 - students are supported to take leadership responsibilities;
 - affirming relationships between teachers and students are evident;
 - a whānau group supports and contributes to school decision making;
 - culturally appropriate learning opportunities are available; and
 - the significantly increased number of Māori teachers present positive role models for students.

Māori students demonstrate confidence and articulate pride in their school.

- Trustees bring a diverse range of skills and previous board experience with them to their governance roles. They have co-opted previous members to provide continuity and help with sustaining the board's ongoing capacity to govern effectively. Trustees use student achievement information and department reports to inform their self review and make student-centred decisions about resourcing. A planned cycle of review for the school's charter and policies informs board practices.

Areas for development and review

ERO and the board of trustees agree that the following areas for development and review will continue to promote student achievement.

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- Examples of useful examination of data leading to explicit plans for development are evident. However, the effective use of student achievement information for review is variable. Developments to improve the effectiveness of the use of achievement information should include:
 - senior and middle managers continuing to develop the use of data in selfreview processes to identify next steps for improvement;
 - prioritising the collection, analysis and use of information relating to Year 9 and 10 students, schoolwide, and at department and classroom level;
 - continuing to focus on initiatives to reduce the disparity between Māori and non-Māori achievement in NCEA; and
 - planning to include specific goals and identifies measurable impacts for students.
 - Some approaches used by teachers actively engage students in learning more effectively than others. Senior leaders should strengthen planning to further implement The New Zealand Curriculum with a focus on building a shared understanding of effective pedagogy and teaching as inquiry.
 - To enhance the effectiveness of professional learning and development (PLD) and raise student achievement, senior managers should:
 - prioritise the focus of PLD based on teachers' identified needs and student achievement information;
 - strengthen the appraisal process through more specific goal setting and targeted outcomes linked to PLD; and
 - continue to develop a planned programme to allow time for teachers' new learning to become embedded and monitored.

3 Provision for International Students

Manawatu College is providing its international students with effective orientation, pastoral care and programmes to suit students' wishes and academic needs. Students contribute to review of the programme. They value the introduction of two local senior students as international student captains who liaise with staff on their behalf and provide a range of activities to encourage integration.

Departmental review shows ongoing, thoughtful consideration about improvements to the school's provision of programmes and support. Including information about student achievement and progress is a next step to strengthen review.

Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Manawatu College 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.

ERO's investigations confirmed that the school complies with the Code.

4 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Manawatu College completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

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

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that have a potentially high impact on students' achievement:

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

In order to improve current practice, the board of trustees should:

- implement a support and guidance programme for all provisionally registered teachers; and
- review risk assessment management processes associated with education outside the classroom activities.

5 Future Action

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

Kathleen Atkins

National Manager Review Services
Central Region

4 November 2010

About The School

Location	Foxton
Ministry of Education profile number	205
School type	Secondary School (Years 9 – 13)
Decile <u>[1]</u>	2
School roll	401
Number of international students	1
Gender composition	Female 52%, Male 48%
Ethnic composition	New Zealand European/Pākehā 49%, Māori 48%, Pacific 1%, Other ethnic groups 2%.
Review team on site	August 2010
Date of this report	4 November 2010
Previous three ERO reports	Education Review December 2007 Education Review August 2004 Accountability Review September 2001

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

Community Page

4 November 2010

To the Parents and Community of Manawatu College

These are the findings of the Education Review Office's latest report on Manawatu College.

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Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, www.ero.govt.nz.

Kathleen Atkins
National Manager Review Services|
Central Region

General Information about Reviews

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.