



**Menzies College  
Wyndham**

**Confirmed**

**Education Review Report**

# Education Review Report

## Menzies 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. The report answers four key questions about the school.

## Findings

### 1 Context

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

Menzies College is a rural Years 7 to 13 school. Many students travel to school by bus.

Students know each other well and interact positively across the age ranges. The school's values are well known and are evident in the way students interact with one another. Students appreciate the way staff work to make learning interesting and challenging. Students show very high levels of participation in sporting and other school activities. This contributes to the way they engage positively in their learning. Students' successes across a wide range of types of achievement are valued and celebrated.

Over the last three years the school's culture has been strengthened and improved. Students benefit from a positive, settled and caring school environment. They show pride in their school. They learn in classes where there is a strong focus on learning. Students enjoy the wide range of curriculum opportunities and the fun they have participating in these. Opportunities to show leadership are appreciated by students, particularly in the senior school. Students who have higher needs are well supported in their learning and wellbeing. They are well integrated into the life of the school.

The school has made progress in addressing the areas identified for review and development in the 2011 ERO report. ERO has identified, and the school agrees, that there is further work to do to:

- track all students' progress
- make and report overall-teacher judgements against the National Standards
- raise achievement for some students
- clarify and document the school's expectations for teaching and learning.

## 2 Learning

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

The school will be better placed to know more about students' learning, achievement and progress when trustees, leaders and teachers make better use of student achievement information. This is particularly the case for students in Years 7 to 10. School-wide achievement information shows that:

- senior students' achievement is improving significantly in NCEA
- a greater proportion of students are leaving school with Level 2 NCEA
- just over half the students in Years 7 and 8 were at or above National Standards in reading, writing and mathematics by end of 2014.

Students know what they need to learn and what they need to do to achieve their goals. Years 7 and 8 students understand what they are learning, what success will look like, and they benefit from evaluating how successful they are in their learning. Students in Years 11 to 13 have a good understanding of their progress in relation to their goals and reflect on these frequently with teachers' help. The specific focus that staff place on mentoring and monitoring students in the senior school is a strength. This process is now being introduced to the junior school as well.

#### **Next steps for leaders and teachers include to:**

- recognise the need for urgency in responding to the reported low levels of achievement in reading, writing and mathematics in Years 7 and 8
- strengthen the analysis of achievement and progress information by leaders with teachers to better understand the need for accelerated progress
- plan specific teaching strategies and interventions to accelerate the progress of targeted students and groups of students
- monitor the rate of progress of targeted students and groups
- strengthen the evaluation of the impact of strategies to accelerate students' progress.

Parents receive information about how well their child in Years 7 or 8 is achieving in relation to the curriculum levels. The next step is to report in plain language where the student is achieving in relation to each National Standard, and consider placing the focus at mid-year on progress towards end-of-year expectations.

Trustees receive information about student achievement. They ask evaluative questions about how well students are being supported to make the necessary progress and what else can be done to accelerate progress. School leaders and trustees have set targets to improve achievement at Years 7 and 8 for 2015.

#### **The next step for trustees is to:**

Require interim reports about progress against the annual achievement targets.

## 3 Curriculum

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

The school's curriculum positively promotes students' learning. ERO noted a strong focus on the school's values of being safe, showing respect and striving for excellence.

Staff members prioritise the importance of positive relationships to support the wellbeing of students and to build a sound foundation for learning.

Students benefit from a wide range of interesting, engaging, relevant experiences to support and enrich their learning. This wide range includes purposeful trips at several year levels.

The curriculum for individual senior students is highly personalised and flexible. Senior students' curriculum needs are well supported. They plan for their future beyond school by selecting course options that link well with their vocational pathways of interest and choice. Students receive useful support as they transition out of the school. The school can show that the senior curriculum effectively engages students in their learning. It promotes achievement and helps students make positive progress.

Teachers' curriculum development has included a strong focus on strengthening teaching. This has been done by targeted professional learning and development. It has been well linked to teachers' appraisal and the way they inquire into their practice. Together, these have contributed to making learning more engaging for students.

Students benefit from regular written feedback from teachers about their progress towards their goals. They can confidently talk about what they enjoy in their learning, what helps them learn including what teachers do to help. Students feel that if they are having challenges with their learning they will get help. They appreciate the way teachers gather their opinions about the aspects of teaching that work for them and how teachers respond to make learning better.

### **Next step**

Leaders should consider evaluating and reporting to the board how well specific aspects of the curriculum across the school support students' learning.

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

The school is developing the ways leaders and teachers support Māori students to experience aspects of their identity, language and culture in school life and in their learning.

Māori students are increasingly positively engaged in learning and the wider life of the school.

Senior leaders and teachers have benefited from their involvement in a professional development programme. They focused explicitly on improving culturally responsive leadership and teacher practices to help Māori learners enjoy educational success as Māori. The opinions and ideas of Māori students are sought, valued and responded to. Māori students at Menzies College know their culture is valued and respected in the life of the school.

A Māori trustee has a passion for increasing the understanding of Te Ao Māori in the school and is providing effective support to trustees, leaders, teachers and students. The core concepts of manaakitanga, whanaungatanga, tuakana-teina and rangatiratanga are a natural part of the way things are done at the school.

The school is placing a greater emphasis on providing opportunities for all students to learn and engage in Māori cultural performances and activities.

The principal reported to whānau and the Māori community in 2013 about Māori students' success, their aspirations, and engagement in school.

**The next steps are to:**

- build on the good levels of engagement Māori students have with their learning
- continue to strengthen the partnership with Māori whānau and community to improve student achievement and increase their rates of progress.

## **4 Sustainable Performance**

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

The school has improved its performance in a number of areas since the last ERO report and is now better placed to sustain what is working well and continue to improve its performance.

Senior leaders have useful systems in place to build an increasingly positive school culture. They support teachers to make improvements to their teaching and to students' learning. Many staff appreciate the culture of collaboration and the support from leaders and trustees. Parents' and students' opinions are gathered on a range of topics and responded to well.

The recently strengthened appraisal process for teachers is supporting teachers well to bring about improved outcomes for students.

The next step is to add to leaders' and teachers' performance agreements how their efforts should contribute to meeting the school's annual student achievement targets. They should also evaluate how well these efforts helped students accelerate their progress.

The school is planning to work collaboratively with other schools to share ideas, improve practice and evaluate the impact on students of any new initiatives.

Trustees have useful and well documented processes for governance. The board and principal have a collaborative approach to setting the strategic direction of the school. The board receives reports on how well the strategic plan is being implemented.

**The next steps for trustees are to:**

- expect reports they receive about student learning and progress to be a clear summary of how well teaching has had a positive impact on student outcomes and what needs to be done next
- record the key points of discussions about these reports in board minutes so that progress over time is easily tracked.

### **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. At the time of this review there were no international students attending the school.

The school has attested that it continues to review its compliance with the Code.

## 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.

At the time of the review ERO noted that there was no formal process for police vetting of non-teaching staff or renewing this every three years. The board must ensure the school complies with Ministry of Education requirements for the police vetting of non-teaching staff. (*Source: s78C, s78Ca, s78CB Education Act 1989*)

## Conclusion

Students interact positively across the age ranges. They engage well in their learning. They appreciate the way staff work to make learning interesting and challenging. Teachers are planning how to lift levels of achievement where accelerated improvement is needed. Senior students achieve well and actively plan for success beyond school.

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



Graham Randell  
Deputy Chief Review Officer Southern

26 May 2015

## About the School

|                                      |  |   |
|--------------------------------------|--|---|
| Location                             | Wyndham  |   |
| Ministry of Education profile number | 401  |   |
| School type                          | Secondary (Years 7 to 13)                                    |   |
| School roll                          | 303  |   |
| Number of international students     | 0  |   |
| Gender composition                   | Male: 58%  | Female: 42%                                 |
| Ethnic composition                   | NZ European/Pākehā<br>Māori<br>Asian<br>Other                | 73%<br>23%<br>3%<br>1%                      |
| Review team on site                  | March 2015   |   |
| Date of this report                  | 26 May 2015  |   |
| Most recent ERO report(s)            | Education Review<br>Education Review<br>Supplementary Review | December 2011<br>October 2008<br>April 2006 |