

## Macleans College Education Review

- [The Education Review Office \(ERO\) Evaluation](#)
- [Macleans College's Curriculum](#)
- [Agreed Priority](#)
- [Provision For International Students](#)
- [Board Assurance On Legal Requirements](#)
- [Future Action](#)
- [About The School](#)
- [Community Page](#)

### Disclaimer

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

## The Education Review Office (ERO) Evaluation

Macleans College, in Howick, Manukau City, provides a high standard of education for its large roll of local and international students. The high standards of student achievement, and the positive, respectful tone of the school, noted in the 2003 and 2007 ERO reports, continue to be features of this multicultural secondary school. Strategic change management that focuses on continual improvements in teaching and learning and student achievement, characterises the school.

A wide choice of subjects, and a range of qualification pathways, is available to students to help meet their needs and aspirations and those of their parents. Student achievement in the New Zealand Qualifications Authority (NZQA) scholarship examinations and the Cambridge International Examination (CIE) is of a consistently high standard, with some students achieving outstanding results. In 2009, students from Macleans College gained 98 NZQA subject scholarships and 10 CIE Top in the World subject awards. International students, and the small percentage of Māori and Pacific students attending the school, achieve well. Significant development of vocational courses, the establishment of courses in te reo Māori to Year 11, and the provision of literacy and numeracy enrichment programmes at Years 9 and 10, show the commitment of the board and staff to meeting the needs of the diverse range of learners attending the school.

Respectful relationships between and among students and teachers contribute to a safe and inclusive school culture. Teachers provide well planned, focused lessons. Students are motivated to achieve. They have a very high level of participation in learning and a strong sense of pride in the school. The whānau house system continues to be a strength of the school and provides students with a sense of belonging and a family atmosphere, together with many opportunities for leadership. The board maintains a balanced view of achievement, and encourages high levels of participation and achievement in co-curricular areas. Student involvement in voluntary and service programmes is encouraged and celebrated. The school is focused on student achievement and progress through a broadly based curriculum.

The principal provides high quality leadership and is supported by capable senior managers. They promote and support the school's guiding principles for the delivery of high quality education, including co-curricular activities. The commendable school website provides an effective communication link with home and community.

A useful innovation in the last three years has been the development of a sophisticated data management programme that enables staff to collate, examine and use student achievement data. As a result, the school is able to base its selfreview procedures on a wealth of information. The alignment of school goals, curriculum department goals, and the teacher appraisal processes, has been facilitated as part of a focused programme to consolidate and

extend teaching and learning practices. A comprehensive in-house professional learning programme provides opportunities for teachers to share best practice and supports the implementation of The New Zealand Curriculum.

### Future Action

The board of trustees has demonstrated that it is governing the school in the interests of the students and the Crown. The board, together with the principal and school leaders, continues to be highly effective in using self review procedures to further promote student learning - engagement, progress and achievement. ERO is likely to carry out the next review in four to five years.

## Macleans College's Curriculum

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

### Areas of strength

School tone. A professional, respectful atmosphere and a focus on learning pervade the school campus. Students are motivated to achieve, and show loyalty to their house and pride in the school. Attendance and retention rates are high. Staff are committed to meeting school goals, and establish effective working relationships with students and with each other. Senior managers have high expectations for the performance of both students and staff. Weekly whānau/house assemblies and full-school assemblies help to develop a strong sense of belonging.

Student academic achievement. Macleans College maintains a record of high student achievement and is focused on ongoing improvement in this area. Students at all levels are actively engaged in their learning and are making good progress. The school is committed to providing a dual qualifications pathway for senior students, who perform well in both NZQA and CIE qualifications. As well as planning and delivering focused lessons during regular school hours, teachers provide additional classes and tuition before and after school hours to support students' learning and achievement.

Co-curricular participation and achievement. The board of trustees places a high value on, and supports, sporting and cultural endeavours. As a result, 95% of students participate in at least one of a wide range of available co-curricular activities. Many students achieve at regional and national levels in a range of pursuits. The whānau/house system is a cornerstone of school organisation, fostering both loyalty and healthy competition. This system facilitates the strong service component expected of students, as well as many opportunities for student leadership and the development of tuakana/teina relationships.

School leadership. The principal and senior managers provide strategic leadership in moving the school forward. Well developed leadership and management systems are effectively sustaining continuous improvement. High quality change management has resulted in innovative developments designed to improve student achievement. These initiatives are contributing to greater accountability and collaboration amongst staff and are improving practices for teaching and learning. Curriculum and pastoral leaders provide effective leadership in their areas of responsibility.

Database of individual achievement information. An increasingly refined data management

programme enables teachers to use student achievement information to reflect on how well they are meeting the needs of individual students. Data are collected using a wide range of assessment tools and are scrutinised to evaluate the current progress of each student. Managers are now exploring ways of using this data more extensively with students and parents, and are seeking to link achievement data with the extensive student pastoral care data available.

Teacher and curriculum development. Staff benefit from a focused, well coordinated approach to the organisation and delivery of professional development. Teachers have opportunities to share best practice and to learn from each other, and are aligning their planning, organisation and teaching with The New Zealand Curriculum. An improved appraisal programme being implemented in 2010 incorporates requirements for teacher reflection based on analysis of achievement data for their students.

Broadening curriculum. Since the 2007 ERO review, a commitment to meeting the diversity of learner needs has led to significant growth in the number of vocational courses offered to Year 12 and 13 students. Access to these courses has increased the range of learning pathways available for students. Literacy and numeracy enrichment options have been developed for identified Year 9 and 10 students who entered the school achieving below age-related expectations. A significant area of growth has been the introduction of te reo Māori courses at Year 9, 10 and 11.

Pastoral care of students. The college provides a wide range of programmes and services to meet students' pastoral care needs and to deal with identified issues as they arise. Referrals are made to related agencies when appropriate. Students report that they feel safe in the school. Student progress and achievement is facilitated by a secure and inclusive emotional environment that is sustained by the whānau/house system. Very good systems and staffing are in place to support the large number of international students. The school organises many events that facilitate parents' engagement in their children's schooling.

Governance. Trustees are supportive of the school's stated mission and vision for delivering high quality education and promoting academic achievement and involvement in co-curricular activities. The board recognises the importance of self review in maintaining school development, and demonstrates an understanding of the relationship between external evaluation and its own self review.

### Areas for development and review

ERO and school leaders agree that in order to further promote student learning, the school's next steps could include:

using collated information on student achievement to evaluate and set measurable targets for monitoring the progress of groups of students, including Māori, Pacific and international students;

exploring further possibilities for sharing student achievement and progress information with students and with parents;

continuing to develop the use of formative teaching practices that enable students to gain a greater understanding of learning processes and support them to act as self-directed learners; and

reviewing the ways in which the results of self review are communicated to the board, so that trustees can be assured that they are meeting their governance responsibilities and the requirements of the National Administration Guidelines.

## Agreed Priority

ERO and the board of trustees agree that the next stages of school development should focus on trustees reviewing their reporting expectations to ensure that the information they receive enables them to be assured that the board is meeting all governance requirements, including the National Administration Guidelines.

## Provision For International Students

Macleans College is providing its international students with high levels of pastoral care and education. Students are well managed and well integrated into the life of the school. The whānau/house system contributes to student success and a sense of belonging at school. Good self-review processes are in place. The college is the largest secondary school provider for international students in New Zealand.

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

Macleans 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 meets the requirements of all sections of the Code.



## Board Assurance On Legal Requirements

Before the review, the board of trustees and principal of Macleans 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 checked the following items because they 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.

ERO's investigations did not identify any areas of concern.

In order to improve current practice, the board of trustees should ensure that the recently developed annual appraisal system is effectively implemented, including the assessment of the performance of all teaching staff and the principal against the required professional standards.

## Future Action

The board of trustees has demonstrated that it is governing the school in the interests of the students and the Crown. The board, together with the principal and school leaders, continues

to be highly effective in using self review procedures to further promote student learning - engagement, progress and achievement. ERO is likely to carry out the next review in four to five years.

Richard Thornton

National Manager Review Services

Northern Region

18 June 2010

## About The School

School type	Secondary (Year 9-15)
Decile[1]	10
School roll	2243
Number of international students	211
Gender composition	Boys 53%, Girls 47%
Ethnic composition	NZ European/Pākehā 32%, Māori 3%, Chinese 25%, Indian 8%, South East Asian 2%, Pacific 1%, other European 17%, other Asian 9%, other 3%
Review team on site	Review team on April 2010 site
Date of this report	18 June 2010
Previous three ERO reports	Education Review, June 2007 Education Review, June 2003 Accountability Review, August 1999

## Community Page

18 June 2010

### To the Parents and Community of Macleans College

These are the findings of the Education Review Office's latest report on Macleans 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](http://www.ero.govt.nz).

Richard Thornton

## National Manager Review Services

## Northern 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
- 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.

[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.