

Mackenzie College Charter Strategic and Annual Plan

2017



Commitment

Excellence

Respect

Mackenzie Philosophy & Vision; 'Ara O Te Tika' *The Pathway to Wisdom*

'Mackenzie College provides a unique and rich learning environment for our students, built on a foundation of excellence and care: the college of choice'

We believe that we can fulfil our vision by fully living our mission of providing a positive learning environment. In this environment all students are encouraged to strive for excellence and to acquire the skills and values which will enable them to become responsible citizens of New Zealand.

A particular strength of Mackenzie College that greatly contributes to this mission, is the small size of our school community. Students are not just a number. We treat each student as an individual and through the personalisation of their learning we provide pathways that enable them to reach their potential.

Mackenzie College aims to be the first choice for a values-based education for the students of Fairlie and the surrounding districts. Our school community lives its values of Commitment, Respect and Excellence and we aim to have them on display in all that we do.

Mackenzie Profile

Mackenzie College is a coeducational Year 7 - 13 secondary school, located in the South Canterbury township of Fairlie. In 1990 the name of the school was changed from Fairlie High School to Mackenzie College. The new name was seen to be a more appropriate one considering that the school's catchment area covers much of the Mackenzie District. The area served by the school is one of the greatest for a secondary school in New Zealand, stretching in the west from Irishman Creek (20 km west of Lake Tekapo), to the Opuha River in the east and from Mount Peel in the north to beyond Cave in the south. There are four main contributing primary schools - Albury, Fairlie, Lake Tekapo and St Joseph's, Fairlie. However, a small number of students move to Mackenzie College from smaller outlying schools such as Cannington.

The roll of the school at the start of 2017 was 189 students.

Mackenzie College continues to offer a wide range of subjects which ensures all of career pathways remain open to students leaving the College. We have close links with all Universities, Aoraki Polytech, Industry Training and Distance Learning organisations, and have a developing Gateway and Transition Programme. This enables students to successfully engage in courses that equal those offered in larger schools, but with the added benefit of high levels of personal support. Agriculture, Hospitality, Automotive Engineering and Tourism are some of many such examples. A high percentage of our students leave to attend, and succeed at, a university

The school has positive connections internationally with a close link with Tsurugaoka High School in Japan and host a group of their students and teachers each year for three weeks.

In 1995 a Community Library was established by a substantial extension of the old school library. This facility is now run by the college under contract to the Mackenzie District. In 2013 the gymnasium upgrade was completed. This was a substantial project that further enhances the range of facilities available to the students.

Mackenzie Diversity

Mackenzie College continues to develop procedures and practices that recognise New Zealand's cultural diversity and places a high value upon it. Paramount to this is the unique position of Maori and Maori culture.

In recognising the unique position of Māori, Mackenzie College now offers learning opportunities in Tikanga Māori

and Te Reo Māori for all children in Years 7 through to 10. In addition, senior courses up to and including Level 3 of NCEA, can be offered through video conferencing facilities. We have a thriving Kapa Haka group and Tikanga Maori is prominent in all formal occasions.

The College undertakes to assist parents who request that instruction for their

children should be delivered through the media of Te Reo Māori. This may take the form of seeking the support from local whanau or iwi. It may also involve sourcing appropriate material from the New Zealand Correspondence School or other suitable institution. Consultation with whanau annually ensures we are quick to respond to identified needs.

Mackenzie Curriculum

The college curriculum is the collection of knowledge and learning experiences that are used to develop a level of understanding and a wide range of desired skills in Mackenzie College students.

Though meeting the criteria of the national curriculum, it is contextualised and unique to Mackenzie College. It is taught and used both inside and outside of the classroom.

2017 sees the college looking to review our delivery of the curriculum to ensure we best meet the needs of all our students. 2016 saw us enhance the use of our Junior Diploma programme and similarly our Te Ara Award has been modified in 2016.

For 2017 we have completed our Information Technology infrastructure and now have a stable, high speed, Wi-Fi platform. We have now purchased 65 chromebooks which are used so extensively that we are currently investigating phasing in a BYOD programme starting with our year 9 students.

We continue to review all aspects of our curriculum and acknowledge that it is a living and evolving entity and will always be a work in progress. Our curriculum will constantly develop to give every opportunity to the students to grow

into capable 21st century learners. It will provide clear subject pathways allowing flexibility for personalised learning and for students to excel in whatever area they choose to study.

In our desire to ensure our students are engaged in a learning programme that is second to none, the school is investing heavily in both Professional Development and learning resources that focus on enhancing student achievement.

Mackenzie Achievement

‘Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei’
Pursue excellence, should you stumble be it to a lofty mountain

The Board of Trustees values student achievement and recognises it as being central to the operations of Mackenzie College. Consequently, the Board has set specific goals for student achievement. These goals are reflected in the following pages.

The Board monitors student achievement using a structured programme of review that involves analysis of examination results, Learning Area and Principal reports together with the annual learning area audit report. This allows for triangulation of review data and increases the validity of trends or conclusions determined from the data. It allows for courses to be reviewed and planning to be adjusted so that the teaching and learning that takes place in our classrooms is effective. Continual improvement with a relentless focus on student achievement aspects of the Mackenzie college culture.

The Board of Trustees will ensure that all students at Mackenzie College receive an education that develops their skills and abilities whilst maintaining their individual respect and dignity. Encouraging students to excel and fulfil their potential whilst developing holistically is key.

Mackenzie Consultation

The Board of Trustees function as representatives of the wider community and oversee the governance of the College accordingly. Community views and opinions are regularly sought and valued. The annual Cottage Meetings together with Board surveys, provide significant feedback from the community on their desires for the operations of the college. The Cottage Meetings provide a vehicle for discussions regarding any and all college developments.

In addition to the Cottage meetings, the Board seeks feedback from the community every two years via the college survey on the health programme. This Charter will be reviewed by the community next year and every second year thereafter.

We also consult with our Maori whanau annually.

Analysis of Variance from Charter Targets for 2016

Strategic Goals One and Two: High Student Achievement in Literacy, Numeracy and across the Curriculum.

Goal: Year 7 & 8 Students at Mackenzie will experience a rich curriculum that identifies and caters for their individual needs allowing them to reach and pass the required National Standards as well as achieve the Te Ara Award.

Targets	Strategies	Results	Analysis of Variance
<p>General Targets: 85% of Students in Year 7 and 80% of year 8 to be 'At' or 'Above' National Standards Level for Reading, Writing and Numeracy by the end of 2016. 85 % of Year 7 students should be at an overall mean curriculum level 4B at the end of 2016 from OTJ achievement data.</p> <p>85% of Year 7 students should be at curriculum level 4B in the writing genre each Learning area is responsible for delivering. 80 % of year 8 students should be at an overall mean curriculum level 4P at the end of 2016.</p> <p>80% of Year 8 students should be at curriculum level 4P in the writing genre each Learning Area is responsible for delivering. This means for year 7: Reading - 2 out of the 7 students shift from 'Below' to 'At' Writing - 3/9 Maths - 4/10 For Year 8:</p>	<p>Professional Learning Groups developed to support effective pedagogy to accelerate priority learner progress.</p>	<p>National Standards (at or above): Year 7 Reading 76% Year 7 Writing 74% Year 7 Mathematics 73%</p> <p>Year 8 Reading 69% Year 8 Writing 66% Year 8 Mathematics 60%</p> <p>Curriculum Level: Year 7 - 56% at or above 4B overall Year 8 - 58% at or above 4P overall</p> <p>Te Ara: 80% achieved the award 24/30</p>	<p>Professional Learning Groups implemented as per plan. Still not rigorous enough and follow up mixed. Perhaps need more time set aside and consistent follow up.</p>
	<p>Engagement of students in planning, setting achievement targets and reflecting on progress using a variety of data. Guiding students towards being more active in their learning. Students should be clear in understanding what they are learning, how they are placed and what their next learning steps are.</p>		<p>2 staff- wide 'Clarity of Learning' sessions in 2016 followed up with a focus for the PLG groups end of term 3 start of Term 4. This was a little late. Needs further development.</p>
	<p>Extend development of learning profiles as a key tool to ensure individualised responses to student needs.</p>		<p>Learning profiles across classes implemented in Term 2 with class sets of data, exemplars and teacher collaboration. These were used in Professional Learning Groups. More in evidence than 2015 but updates during the year evidenced for only some teachers. Ongoing need for focus.</p>
	<p>Learning Support Team to develop effective processes to support literacy learning within small groups of students as well as individuals</p>		<p>Departmental PD started - a work in progress. Focused energy on priority students - to continue in 2017. KLe aim to undertake further Literacy PLD to support role</p>
	<p>Utilising strengths of Primary trained staff particularly in the teaching of reading and writing for 2016</p>		<p>Implemented as planned, some PD opportunities also provided but still a work in progress</p>

<p>Reading - 3/9 Writing - 3/9 Maths - 3/9</p> <p>80% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p>	Extend writing group to 2 groups, 2 teachers and share learning school wide		Implemented as per planned - doubled the number of students who benefitted from this programme
	Numeracy PD requests given a high priority when allocating PD resources (outside literacy PD initiative)		All requests approved but as principal, could have been more proactive
	For all Year 7/8 classes to be taught by one teacher across at least 2 learning areas to progress subject integration and writing development.		Implemented as per planned, certainly allowed integration of learning across subjects and this did occur.
	Appraisal system supports teacher inquiry into impact of deliberate acts of teaching on student learning.		Appraisal set up to allow PLG work to be used to support appraisal. However more rigorous follow up needed

Goal: Year 9 & 10 students will experience a rich and varied curriculum that identifies and caters for their individual needs allowing them gain the Mackenzie College Diploma.

Targets	Strategies	Results	Analysis of Variance
<p>General Target 80% of Year 9 students should be at an overall mean curriculum level 5B at the end of 2016 using end of year OTJ achievement data. 90% of Year 10 students should be at a subject and overall mean curriculum level 5P at the end of 2016.</p> <p>Of the 11 Year 9 students below</p>	All subjects implement plans to ensure subject OTJ targets are consistent with overall mean data as per targets – ie 80% Yr 9 at 5B and 90% Year 10 at 5P.	<p>Curriculum Level: Year 9 - 25% at or above 5B Year 10 - 65% at or above 5P</p> <p>'Below Standard' Progress: 4 students effectively achieved at 2 sub-level increase across all 7 subjects including one student who joined us in 2016. No student made a 3 sublevel gain gain across all 7 subjects.</p>	End of Year data well short of targets especially Year 9. Individual students' progress data shows that all females and 76% of males made an average of over 1 sublevel gain per subject.
	Further embed and develop a process of early identification of students at risk of not making the appropriate gains and implement this through academic monitoring and individual action plans at SLT and Learning Area level.		Progressed with new LST, ALL programme rolled out to two groups

<p>standard for either Reading or Writing (or both) at the end of Year 8 in 2015, all to make at least 2 sub level progress across subjects with 5 to make accelerated progress (3 sublevels over the year).</p> <p>Of the 6 Students below National Standard for Maths at the end of 2015, All to make at least 2 sublevel gains in Maths by the end of 2016. 2 to make accelerated progress.</p> <p>80% of Year 10 students should graduate with a diploma of achievement by end of Term 3.</p>	<p>Assessment data is analysed by all staff, starting with Junior Achievement Reports to Principal. Action plan developed in response to analysis and plan implemented, and monitored.</p>	<p>National Standards - Maths: Five of the six students achieved this.</p> <p>Diploma of Achievement: 84.8% of students gained the diploma</p>	<p>Ongoing analysis of OTJ data a requirement that HOLAS have met. Learning Area goals monitored with refined requirements in 2016. Some but not all HOLAs able to demonstrate progress of this.</p>
	<p>A learning profile is developed for each class which will clearly outline learning needs within the class and form the basis for a specific action plan within the class to meet those needs. Increasing the attention on priority learners will be a key aspect.</p>		<p>As above</p>
	<p>Engagement of students in planning, setting achievement targets and reflecting on progress using a variety of data. Guiding students towards being more active in their learning. Students should be clear in understanding what they are learning, how they are placed and what their next learning steps are.</p>		<p>Mixed progress. While our visible learning focus has certainly sharpened our focus, more work needs to be done in ensuring students are active in their learning.</p>

Goal: Year 11 students are supported in choosing appropriate pathways of study that will enable them to engage in learning whilst allowing them to progress onto further study in future years.

Targets	Strategies	Results	Analysis of Variance
<p>90% of all Year 11 students to attain Level 1 NCEA in 2016 (roll based).</p> <p>95% of all students at Level 1 should gain both the literacy and numeracy component.</p>	<p>For identified high needs students, an individualised plan in place which takes into account specific needs and involves a modified academic programme with targeted support.</p>	<p>NCEA Level 1: 100% Y11 student gained Level 1 (and literacy and numeracy). 100% of all Year 11 achieved NCEA Level 1 Literacy and Numeracy.</p>	<p>Three students clearly in this category and all gained Level 1 with extensive support, encouragement, modification of programmes and caregiver contact.</p>

<p>60% of students at Level 1 should gain a certificate endorsement, 20% at excellence.</p> <p>90% of all students to get at least 14 credits in each subject</p>	<p>Effective and appropriate use of student achievement and engagement data should allow for early identification of at-risk students. Learning support, parents, Deans and SLT all involved in establishing a suitable response to issues.</p>	<p>Endorsement: 49% endorsement rate with 23% at excellence.</p> <p>Total Credits: On average 82% of students gained 14 credits or higher in each subject at year 11.</p>	<p>At risk students identified early in year and reviewed regularly.</p>
	<p>Learning areas to implement individual action plans for students at risk of not achieving.</p>		<p>Five out of 7 learning areas were able to describe how they were actioning their next steps for learning. Two were able to show how students' plans affected progress. Three were able to show how student engagement affected their learning.</p>
	<p>All students at risk of not gaining the literacy or numeracy component will be identified by 1st July each year and a programme of support will be implemented, remaining in place until the student has made the necessary gains.</p>		<p>Implemented as described</p>

Goal: Year 12 students are supported in choosing appropriate pathways of study that will enable them to engage in learning and allow the development of the key skills that will assist them with further study or transition into employment

Targets	Strategies	Results	Analysis of Variance
<p>2016 should see the Level 2 roll-based pass rate exceed 90%. 50% of students at Level 2 should gain a certificate endorsement.</p> <p>All students who leave school at the end of Year 12 should have a</p>	<p>Extend the Senior Student Mentoring programme to include students at risk of not achieving endorsements.</p> <p>Effective and appropriate use of student achievement and engagement data should allow for early</p>	<p>NCEA Level 2: 87% of Year 12 gained Level 2.</p> <p>Endorsement: 35 % gained an endorsement, none at excellence level.</p>	<p>Some staff are helping with this in non class time. These are Adele, John, Jo and Sue M. Other staff are spending extra time helping high need students make more progress towards their NCEA level certificate.</p> <p>We are continuing to support and monitor these students I have maintained contact with the parents of many of them. Others will be requested to attend the</p>

<p>pathway that includes further training/qualifications either tertiary or work place based.</p> <p>90% of all students should achieve at least 14 credits in each subject.</p>	<p>identification of at-risk students. Learning support, parents, Deans and SLT all involved in establishing a suitable response to issues.</p>	<p>Total Credits: On average 75% of students gained 14 credits or higher in each subject at year 12.</p>	<p>interviews next week.</p>
	<p>Learning areas to implement action plans for students at risk of not achieving.</p>		<p>All HOLAs asked to report on progress and 5 had done so to date. All of those report practices addressing the learning needs of those at risk of not achieving. Their reports will inform the next steps</p>
	<p>Gateway and transition courses to be upgraded to include the possibility to attain 20 credits.</p>		<p>Leadership and Communication block course - completed recently. 14 students participated, all of whom we consider 'at risk' of not achieving. Results are not back yet.</p>

Goal: Year 13 students are supported in continuing with appropriate pathways of study allowing them to develop the key skills required for further study or transition into employment.

Targets	Strategies	Results	Analysis of Variance
<p>2016 should see the Level 3 roll based stats increase to 80% 40% endorsed certificate target.</p> <p>100% of all students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p> <p>85% of all students should gain at least 14 credits in each learning area</p> <p>100% (11/11) of the students who have University as their goal to achieve University Entrance</p>	<p>Review our Senior Subject Options to ensure they provide meaningful and successful pathway options for all students</p>	<p>NCEA Level 3: 87% of all students gained Level 3</p> <p>Endorsement: 27% gained an endorsement</p> <p>NCEA Level 2: 100% of all students remaining at Year 13 gain Level 2</p> <p>Total Credits:: On average 81% of students gained 14 credits or higher in each subject at year 13.</p> <p>University Entrance:</p>	<p>Review is underway and will be completed in 2017. Certainly more opportunities provided for seniors to engage in relevant, work ready learning.</p>
	<p>Increase the range of block courses that have a work-ready focus at level 3 in particular</p>		<p>Implemented as per plan with a significant number of students involved in these courses.</p>
	<p>Liaise with Polytech closely to ensure student success in both Polytechnic and Gateway</p>		<p>This was effective in ensuring that a number of these students gained their level certificate. 100% gain 14 or more credits.</p>
	<p>Strong focus on Level 3 for all Learning Area in their annual Goals – particularly around 14 plus credits per subject</p>		<p>Mixed success here. Assessments seem to be coming together for most students although it is clear some students have not engaged at all in some subjects. Will be reviewed.</p>

	Specific monitoring of students and early interventions if falling behind	73% of students who started with a goal of UE achieved this.	Implemented as planned with changes made including a shared UE plan and very regular follow up with students. Level 3 only students engaged well with the need to gain Level 3. Noticeably more so than previous years
	Conduct a survey of Year 13 leavers about their experiences surrounding their non-achievement of Level 3 or UE		Carried out and reported to BOT. Some changes made as a result.
	Encourage all Learning areas to target specific external standards and avoid over reliance on externals for those 'at risk' students		This was certainly implemented with number of externals varying greatly between students.
	Consistently remind Year 13 students of high expectations for academic success		Did this one on one as opposed to at assemblies or to the group as a whole.
	Contact similar size schools who have achieved better Level 3 results and look to implement changes to our structure if applicable		This was completed and as a result we took a more 'horses for courses' approach with seniors and tailored programmes to meet needs

Strategic Goal 3: Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to succeed in life beyond school

Targets	Strategies	Results	Analysis of Variance
To further develop a school council that is an effective student voice and medium for student leadership development. Focus priority on lifting profile of school-wide events.	Increase access of junior student input into council meetings.	Student Council: Junior forum composed of class reps set up term 2 Shared calendars and Google classroom group for communication via group email and collaborative	Implemented as per plan
	Clear timeline that is clearly communicated for council and committee to ensure projects are completed in a timely manner.		Implemented as per plan. Concerns about inconsistent use or engagement by student leader participants. Review and development required. Student projects need greater staff guidance and direction.

<p>To respond positively to aspects raised in school 'me and my school' survey.</p> <p>To extend supported leadership opportunities for students particularly in year 12.</p> <p>Reduce delay of Yr 13 Leadership organisation for start of Year.</p>	Analyse follow up interviews from staff on target students from end of 2015	<p>documents</p> <p>Survey Response: Planned responses such as semi-home rooming year 7/8 classes, dean for 7/8 classes, and year 7 liaison resourcing carried out. Follow up survey of year 7 students carried out term 1 showed initial positive response. Me and My School Survey carried out late 2016 reveal some positive shift but not as significant as anticipated.</p> <p>Extending Leadership: Greater encouragement of year 12 students into formal leadership roles successful with 46% of student council members (70% of all committee captains and house leaders) being year 12</p> <p>Year 13 Leadership: All leadership applications and interviews were completed by the end of term 3. Roles tentatively decided. Head student announced at Award Ceremony and remaining leaders at the start of 2017.</p>	This was implemented as per planned but not sure it was consistently actioned - needs reviewing.
	All Year 7 students taught by teacher across at least 2 subjects to encourage relationship strengthening.		Implemented as per plan
	Have a Dean for specifically Year 7 and 8.		Implemented as per plan
	Resource a Year 7 liaison teacher to oversee Yr 7 students and their integration.		Implemented as per plan
	To select Year 13 Leaders by the end of 2016 in readiness for beginning of 2017.		Implemented as per plan. Student changes between years has resulted in some gaps in the student leadership team at the start of 2017

Strategic Goal 4: To continue to develop a strong and positive presence in the Mackenzie community and to continue to develop strong whanau/school links to enhance student learning

Targets	Strategies	Results	Analysis of Variance
Ensure Senior Parent interviews Term 3 are relevant and valuable.	Target students most 'at risk' and ensure meetings set up that best support student's needs.	See NCEA results	Continued with this round but again, low numbers. At risk students were targeted as planned.

Increase publication of positive Mackenzie College news stories in local papers.	Prepare and submit stories quickly and accurately. Develop positive relationships with local reporters. Respond quickly, but in a considered manner to media requests.	A number of articles published including Principal comments on topical issues.	Consistently had articles in Fairlie Accessible. A little mixed in use of Facebook. Continued to liaise with Timaru herald and courier with some success.
Website is current and reflects school life.	Source possible website upgrades and a potential website manager.	No change	Not implemented but is becoming a priority. Website does not reflect the dynamism of the school and needs upgrading
Further develop Kamar Parent Portal and Facebook as communication tools.	Publicise Facebook and Portal usage and provide clear instructions for parents on how to access portal.	Increasing use by parents	Implemented as per plan. Further promotion for ongoing awareness required.
Communicate with families of students leaving to attend other schools.	Look into developing 'profile' section of Kamar as a key store of essential student learning information.	All parents of year 8 leavers contacted with little information gained that was helpful - ie parents were happy with Mackenzie but chose a bigger school	This strategy does not line up with target, not sure what has happened here

Strategic Goal 5: Students are equipped to be confident, connected, active lifelong learners. This occurs within an increasingly flexible and well equipped learning environment.

Targets	Strategies	Results	Analysis of Variance
Ongoing PD for staff on IT and particular Google Classroom use.	IT committee set up and driving progress towards more digital classrooms. PD time used for 'hands on' IT Professional Development.	Google Classroom PLD carried out term 1 and in teacher only day term 3. Mid year staff survey (pre TOD PLD) shows that 47% were mostly confident with Google drive with 53% wanting to spend more time on Google PLD. Ongoing IT Tips in staff newsletter throughout the year. Tips backed up to shared folder in Google for future access.	PLD actioned as per plan. IT committee was not assembled in a formal manner in 2016. Call for committee members has been made for 2017. Ongoing IT PLD required.

		IT Committee did not meet during 2016.	
Increase move towards BYOD in all classes.	Senior students, including Year 11 in 2016, to use own devices to enhance learning at school. Review and implement action plan for school wide BYOD 2017.	Extensive consultation with students staff and parent towards the aim of implementing BYOD for the 2017 year 9 cohort. Overall, a positive response from majority. Valid concerns raised, strategies developed to minimise these concerns. Wireless upgrade was undertaken and completed term 3-4 in 2016. Staff surveyed in order to test effectiveness.	Year 11 students were allowed BYOD access in 2016 but only a small proportion took up the offer (according to survey - less than 10% and almost none on a regular, day to day, basis). Needs ongoing promotion in 2017. Year 9 BYOD plan for 2017 was put on hold due to staff changes. This was communicated back to parents term 4. BYOD action plan will need to be re-drafted early in 2017
Ensure classrooms well equipped for 21 st century learning.	Respond to Learning Area requests for Capital equipment that enhances student learning.	A number of new items purchased, in fact all requests approved with the final one being new furniture for social science dept.	Implemented as per plan with significant investment in learning resources through the year.
	Regularly survey staff to ensure IT environment is effectively supporting teaching and learning.	In 2016 staff surveyed for general IT, BYOD and WIFI as relevant information was required	The IT committee started in 2015 did not meet in 2016.

Reviewed and Approved by Board of Trustees: 14/2/17

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2015 - 2018
<p>Student Achievement in Literacy and Numeracy</p>	<p>Improved literacy and numeracy outcomes for all students particularly Maori, Pasifika and children with special needs. Boys' writing a special focus. Accelerate progress of students performing below expectations.</p>	<p>Specialist English and Mathematics teachers a priority for appointments and staffing. Foster close links between Learning Support, Mathematics and English Learning Areas. Extend the role of a literacy coordinator. Extend the effectiveness of literacy teaching across all Learning Areas. Appropriate PD is sourced and delivered.</p>
<p>Student achievement across all areas of the curriculum</p>	<p>Students to achieve to their academic potential through actively engaging in a rich and varied curriculum that is responsive to their individual needs. Increasing students' capacity to succeed as independent learners is a key focus.</p>	<p>Strengthen capacity of all staff to effectively respond to assessment information in order to improve student achievement. Appraisal systems and PD implemented in a manner to ensure teachers are supported in improving their ability to individualise programmes of learning. Student monitoring system matched closely to effective and timely responses particularly for 'at risk' students. Cultural responsiveness of Mackenzie College curriculum is reviewed and enhanced. Ensure all students fully participate in the wider Mackenzie College Curriculum. Investigate and implement strategies to ensure students are gradually increasing their ability to succeed as independent learners.</p>
<p>Personal qualities; character, values, leadership and teamwork.</p>	<p>Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to also succeed in life beyond school.</p>	<p>Strengthen Student Council to enhance student leadership and student voice in co-curricular events. Continue to embed school values across all aspects of the school curriculum. Culture of high expectations and all students succeeding, permeates all aspects of school life. School pride and student safety at Mackenzie College surveyed and responded to.</p>

<p>Community Engagement</p>	<p>To continue to develop a strong and positive presence in the Mackenzie community as well as strong whanau/school links to enhance student learning.</p>	<p>Explore ways of enhancing communication with our community, particularly electronic-based communication.</p> <p>Ensure positive school publicity in media publications.</p> <p>Foster positive relationships with other organisations such as Polytechnic and local businesses to further enrich our curriculum.</p> <p>Ensure positive links with contributing schools.</p> <p>Continue to develop in our effectiveness to communicate student progress in a timely manner.</p>
<p>Modern Learning Environment</p>	<p>Students are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible learning environment</p>	<p>IT infrastructure upgraded to support easy, trouble-free digital access.</p> <p>Students develop skills needed to become responsible digital citizens.</p> <p>Teacher competence in digital teaching and learning enhanced through PD opportunities.</p> <p>Bring Your Own Devices introduction planned for as we move towards a 1:1 digital device per student environment.</p> <p>IT Leadership at SLT level clarified and enhanced.</p>

Charter Targets for 2017

Strategic Goals 1 and 2: High Student Achievement in Literacy, Numeracy and across the Curriculum.

Goal: Year 7 & 8 Students at Mackenzie will experience a rich curriculum that identifies and caters for their individual needs allowing them to reach and pass the required National Standards as well as achieve the Te Ara Award.

Baseline Data	2017 targets	Strategies
<p>National Standards (at or above): Year 7 Reading 76% Year 7 Writing 74% Year 7 Mathematics 73%</p> <p>Year 8 Reading 69% Year 8 Writing 66% Year 8 Mathematics 60%</p> <p>Curriculum Level: Year 7 - 56% at or above 4B overall Year 8 - 58% at or above 4P overall</p> <p>Te Ara: 80% achieved the award 24/30</p>	<p>Year 7 General Targets 80% of Students 'At' or 'Above' National Standards Level for Reading and Writing by the end of 2017. 85% of Students 'At' or 'Above' National Standards Level for Numeracy by the end of 2017.</p> <p>Year 8 General Targets: 85% of Students in 8 to be 'At' or 'Above' National Standards Level for Reading, Writing and Numeracy by the end of 2017.</p> <p>Year 7 and 8 General Targets: All students show progress through the curriculum levels across each subject. With an average progression of 1.5 sublevel gains across all subjects.</p> <p>Year 7 and 8 GAT students will be reported against the same targets separately.</p> <p>All of tier 1 and 2 students will make accelerated progress of 2.0 sublevel gains</p> <p>80% of Year 7 and 8 students should be at</p>	<p>Ensure 10 hours of teacher aide time per year 7/8 class while external funding allows. Teacher aide key role to support the range of learning needs in the classroom.</p> <p>Professional Learning groups with a reviewed inquiry structure to target teacher derived priorities with a continued focus on priority student needs while also embedding Assessment for Learning strategies.</p> <p>HOLAs supporting teachers to develop and utilise classroom profiles to ensure individual response to student needs.</p> <p>Engagement of students in ongoing planning and setting of achievement targets, and reflecting on progress using a variety of evidence. Guiding students towards being more active in their learning. Students should be clear in understanding what they are learning, how they are progressing and what their next learning steps are.</p> <p>Consistent focus on classroom observations including walkthroughs on evidence and feedback to teachers on students' readiness to communicate what they are learning, how they are progressing and what their next learning steps are.</p> <p>Utilise ALL programme funding to develop sustainable practices to accelerate literacy progression within the classroom</p>

	<p>curriculum level in the writing genre each Learning area is responsible for delivering.</p> <p>85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p>	<p>Develop the school-wide literacy leadership to ensure that the role and outcomes are transparent to the teacher in charge.</p> <p>Progress the integration of Social Studies and English at year 7/8 .</p> <p>Resource and develop school wide strategies to provide learning support in mathematics and numeracy.</p> <p>Review appraisal system to guide teachers in a more transparent way to utilise inquiry processes.</p>
<p>Curriculum Level: Year 9 - 25% at or above 5B Year 10 - 65% at or above 5P</p> <p>'Below Standard' Progress: 4 students effectively achieved at 2 sub-level increase across all 7 subjects including one student who joined us in 2016. No student made a 3 sublevel gain across all 7 subjects.</p> <p>National Standards - Maths: Five of the six students achieved this.</p> <p>Diploma of Achievement: 84.8% of students gained the diploma</p>	<p>Year 9 General Target 80% of Year 9 students should be at an overall median curriculum level 5B at the end of 2017 using end of year OTJ achievement data.</p> <p>Year 10 General Targets 70% of Year 10 students should be at a subject and overall median curriculum level 5P at the end of 2017.</p> <p>80% of Year 10 students should graduate with a diploma of achievement by end of Term 3.</p> <p>Year 9 and 10 General Targets</p> <p>All students show progress through the curriculum levels across each subject. With an average progression of 1.5 sublevel gains across all subjects.</p> <p>Year 9 and 10 GAT students will be reported against the same targets separately.</p> <p>All of tier 1 and 2 students will make accelerated progress of 2.0 sublevel gains</p>	<p>All subjects implement plans to ensure subject OTJ targets are consistent with overall median data as per targets – 80% Year 9 at 5B 70% Year 10 at 5P</p> <p>Professional Learning groups with a reviewed inquiry structure to target teacher derived priorities with a continued focus on priority student needs while also embedding Assessment for Learning strategies.</p> <p>HOLAs support teachers to develop class profiles that will clearly outline learning needs within the class and form the basis for a specific action plan within the class to meet those needs. Attention on priority learners will be a key aspect.</p> <p>Engagement of students in ongoing planning and setting of achievement targets, and reflecting on progress using a variety of evidence. Guiding students towards being more active in their learning. Students should be clear in understanding what they are learning, how they are progressing and what their next learning steps are.</p> <p>Ongoing collection, analysis and response to achievement data with the goal of developing comprehensive commentary in Learning Area achievement reports.</p>

		<p>Consistent focus on classroom observations including walkthroughs on evidence and feedback to teachers on students' readiness to communicate what they are learning, how they are progressing and what their next learning steps are.</p> <p>Resource and develop school wide strategies to provide learning support in mathematics and numeracy.</p> <p>Review appraisal system to embed inquiry practices in a more transparent way.</p>
<p>NCEA Level 1: 100% Y11 student gained Level 1 (and literacy and numeracy). 100% of all Year 11 achieved NCEA Level 1 Literacy and Numeracy.</p> <p>Endorsement: 49% endorsement rate with 23% at excellence.</p> <p>Total Credits: On average 82% of students gained 14 credits or higher in each subject at year 11.</p>	<p>Year 11 General Target 90% of all Year 11 students to attain Level 1 NCEA in 2017 (roll based).</p> <p>95% of all students at Level 1 should gain both the literacy and numeracy component.</p> <p>60% of students at Level 1 should gain a certificate endorsement, 20% at excellence.</p> <p>In all Level 1 courses, 80% of students gain 14 or more credits at or above this level.</p>	<p>Identify high needs students and implement an individualised plan which takes into account specific needs and involves a modified academic programme with targeted support.</p> <p>Support at risk students by engaging learning support, parents, Deans and SLT in establishing a suitable response to issues. This includes the continued development, use and review of senior conferences.</p> <p>Learning areas to implement individual action plans for students at risk of not achieving.</p> <p>All students at risk of not gaining the literacy or numeracy component will be identified by 1st July each year and a programme of support will be implemented, remaining in place until the student has made the necessary gains.</p>
<p>NCEA Level 2: 87% of Year 12 gained Level 2.</p> <p>Endorsement:</p>	<p>Year 12 General Target 2017 should see the Level 2 roll-based pass rate exceed 90%.</p>	<p>Identify high needs students and implement an individualised plan which takes into account specific needs and involves a modified</p>

<p>35 % gained an endorsement, none at excellence level.</p> <p>Total Credits: On average 75% of students gained 14 credits or higher in each subject at year 12.</p>	<p>50% of students at Level 2 should gain a certificate endorsement.</p> <p>All students who leave school at the end of Year 12 should have a pathway that includes further training/qualifications either tertiary or work place based.</p> <p>90% of all students should achieve at least 14 credits in each subject.</p>	<p>academic programme with targeted support.</p> <p>Learning areas to implement individual action plans for students at risk of not achieving.</p> <p>Also support at risk students by engaging learning support, parents, Deans and SLT in establishing a suitable response to issues. This includes the continued development, use and review of senior conferences.</p> <p>Review our transition programmes, including Gateway, to ensure they meet the needs of students as they transition to further education and/ or the workplace</p> <p>HOLAs identify Learning area endorsement statistics with the aim to investigate and implement strategies to progress towards the target of 50% endorsement rate at level 2.</p>
<p>NCEA Level 3: 87% of all students gained Level 3</p> <p>Endorsement: 27% gained an endorsement</p> <p>NCEA Level 2: 100% of all students remaining at Year 13 gain Level 2</p> <p>Total Credits:: On average 81% of students</p>	<p>Year 13 General Target</p> <p>2017 should see the Level 3 roll based stats increase to 80%</p> <p>40% endorsed certificate target.</p> <p>100% of all students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p> <p>85% of all students should gain at least 14 credits in each learning area</p>	<p>Identify high needs students and implement an individualised plan which takes into account specific needs and involves a modified academic programme with targeted support.</p> <p>Learning areas to implement individual action plans for students at risk of not achieving.</p> <p>Also support at risk students by engaging learning support, parents, Deans and SLT in establishing a suitable response to issues. This includes the continued development, use and review of senior conferences.</p>

<p>gained 14 credits or higher in each subject at year 13.</p> <p>University Entrance: 73% of students who started with a goal of UE achieved this.</p>	<p>15 of the 24 Year 13 students achieve University Entrance</p>	<p>Review our transition programmes, including Gateway, to ensure they meet the needs of students as they transition to further education and/ or the workplace</p> <p>HOLAs identify Learning area endorsement statistics with the aim to investigate and implement strategies to progress towards the target of 40% endorsement rate at level 3.</p> <p>Conduct a survey of Year 13 leavers about their experiences surrounding their non-achievement of Level 3 or UE</p>
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Strategic Goal 3: Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to succeed in life beyond school

Baseline Data	2017 targets	Strategies
<p>The structure of the council has been modified to include student voice across all levels</p> <p>Semi-homerooming of year 7/8 classes trialled successfully. But with a lower than expected positive response from the students</p> <p>The distribution of student leadership across student younger than year 13 was successful (see Analysis of Variance above)</p> <p>Application for formal student leadership roles was modified in 2016 to increase momentum of student leadership at the start of 2017.</p>	<p>Develop and promote student leadership opportunities across all ages groups within the college.</p> <p>Increase use and visibility of the school values in all areas of school life</p> <p>Extend and promote the diversity of activities and events students participate in at the college</p> <p>Assess and review the relevance of courses for relevance of pathways for students leaving schools.</p>	<p>Monitor and evaluate continued development of the initiatives to include all age levels in the student council decisions and discussions (committees and forum).</p> <p>Increase the participation of senior students as leaders in vertical form classes through increased awareness of their leadership roles by form teachers and students.</p> <p>Promote a continual focus on school values in assemblies, displays, newsletters, pastoral activities, goal setting and academic discussions. Staff and student leaders to lead this focus.</p> <p>Source and analyse short and long term leaver data to determine persistence at tertiary courses and the subject directions being chosen.</p> <p>Promote an increased focus on cultural, the arts and academic activities such as a dramatic production and extending participation in relevant competitions.</p> <p>Carry out the Me and My School survey and analyse with a focus for student feelings of relevance of learning and acceptance of diversity at school.</p>

Strategic Goal 4: To continue to develop a strong and positive presence in the Mackenzie community and to continue to develop strong whanau/school links to enhance student learning

Baseline Data	2017 targets	Strategies
<p>Website is yet to be upgraded (as planned in 2016).</p> <p>At risk students successfully targeted for interviews and initiatives.</p> <p>KAMAR portal for parents activated. Publicised and promoted with parents but the amount of use by parents has yet to be determined.</p> <p>Leaver information gathered in 2016 but revealed little to assist with increasing retention.</p>	<p>Increase the visibility and positive impact of the college's presence in the community</p> <p>Encourage the community's ownership of their local school</p> <p>Further develop educational links with local business/industry</p> <p>Increase pride in the school via maintaining a high level of presentation of grounds and buildings</p>	<p>Upgrade the school website to make it more accessible and to contain up to date and relevant information.</p> <p>Increase our presence in external publications such as the Accessible, Timaru Herald and Courier.</p> <p>Encourage and promote the use of the school facilities to support community groups.</p> <p>College to engage guest experts with experience within a local area to increase visible relevance of subject.</p> <p>Review and evaluate the maintenance request system with the aim of making it more responsive to maintenance needs.</p> <p>Principal to conduct fortnightly property walkthroughs with the caretaker to plan short and long term maintenance.</p> <p>Continued development of college community working bees with associated funding with the aim of long term beautification of the school grounds.</p>

Strategic Goal 5: Students are equipped to be confident, connected, active lifelong learners. This occurs within an increasingly flexible and well equipped learning environment.

Baseline Data	2017 targets	Strategies
<p>Google Classroom staff PLD carried out extensively in 2016</p> <p>Ongoing IT Tips in staff newsletter throughout the year. Tips backed up to shared folder in Google for future access.</p> <p>Development of a sustainable and proactive IT Committee for 2017 a major priority.</p> <p>Wireless upgrade was undertaken and completed term 4 in 2016.</p> <p>Modern classroom furniture purchased and trialled to provide feedback for future rollout</p>	<p>Further develop and entrench goal setting strategies across all levels</p> <p>Upskill students' use of modern digital collaborative techniques in their learning</p> <p>Introduce strategies to increase student resilience and ownership in their learning</p> <p>Implement long term strategies for incorporating digital citizenship and cybersafety into school processes, across all learning areas.</p>	<p>Upskill staff on collaborative techniques using Google Docs and Classroom.</p> <p>Build collaborative practices and digital citizenship into the new year 7/8 Information Technology course structure.</p> <p>Establish an IT committee to develop sustainable short and long term plans for increased IT capability and cybersafety skills.</p> <p>Engage guest speaker on digital citizenship and cybersafety for whole school training.</p> <p>Increase clarity of form teacher role in goal setting via updated pastoral handbook and increased awareness of their role in goal setting.</p> <p>Entrench the use of KAMAR interviews to track and report on goal setting.</p>