MACKENZIE COLLEGE

ARA O TE TIKA - THE PATHWAY TO WISDOM

Charter, Strategic and Annual Plan 2020

Manaakitanga　　Aspire　　Grit　　Integrity　　Creativity

Contents

Mackenzie Vision

'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 Manakitanga, Aspire, Grit, Integrity and Creativity. We aim to have them on display in all that we do.

Mackenzie Profile

Mackenzie College is a co-educational 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 2020 was 184 students.

Mackenzie College continues to offer a wide range of subjects which ensures all 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, tertiary study.

The school has positive connections internationally with a close link with Tsurugaoka High School in Japan. Mackenzie College hosts a group of their students and teachers each year for three weeks. In 2020 we have a small group of senior students on a cultural exchange to Japan, part of which involves reinforcing relationships made during the exchanges.

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 distance learning - both through correspondence and digital delivery. We have a developing 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 support from local whanau or iwi. It may also involve sourcing appropriate material from the New Zealand Correspondence School, NetNZ 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.

2020 sees the College's continuation and development of strategies developed from the 2017 senior curriculum review. Among other changes, it has seen the senior school increase the range of subjects being offered to best meet the diverse needs of our students.

The two awards, Te Ara and Diploma, have been reviewed to further increase engagement and participation. These programmes are designed to expose Year 7 - 10 students to a range of academic, service and sporting endeavours.

The College is continuing to develop its successful implementation of our BYOD programme, with Years 9-11 utilising their own devices in classes.
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, let it be 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 the 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.

We are currently reviewing our consultation with whānau to ensure sustainability, effectiveness and authenticity.

Charter Targets - Analysis of Variance 2019

Targets	Strategic Goal	Strategies	End of year progress	Associated Achievement Data *(See Board Achievement Report for conclusions and suggestions)*
		General Achievement Strategies		
Year 7 Targets 75% of Year 7 students should be at stage/progression level 7 in reading, writing and numeracy at the end of 2019 75% of Year 7 students should be at or above curriculum level 4B at the end of 2019 using end of year OTJ achievement data. **Year 8 Targets:** 75% of Year 8 students should be at stage/progression level 8 in reading, writing and numeracy at the end of 2019 75% of Year 8 students should be at or above curriculum level 4P at the end of 2019 using end of year OTJ achievement data. All students show progress through the curriculum levels in each LA. With a progression of	1 2	Learning Area targets included as part of at least two HOLA goals	Six out of seven completed by the end of term 1, 2019. After discussion, the remaining goals were drafted by the end of term 2. Note: ● A small proportion of goals specifically state the charter targets - but this is not an expectation of the HOLA goals. The expectation is that all achievement-based goals will have a measurable effect on the achievement of students. ● These targets will be reported upon at the end of term 1, 2020 as part of the HOLA appraisal cycle.	**Year 7 Data** **Literacy and Numeracy Target** **Reading -** Met overall with girls at target on 75%. Boys at target on 75% and Maori at 66% **Writing -** Not met overall. Girls on 75%, Boys on 50% and Maori at 33%. **Numeracy -** Not met overall with girls on 75%, boys 36% and Maori at 0 **Priority Student Information** Students on Gifted and talented reg (8 students currently) ● Reading all towards step 8 or higher ● Writing all but 1 working towards step 8 or higher (the other is working towards Step 7) ● Numeracy all but 2 at Step 7 or higher. (The other two are working towards Steps 5 and 6) **OTJ Achievement Monitoring Information** OTJ data shows also shows the boys (25% at target) and girls (62.5%) below the expected target overall. **Year 8 Data** **OTJ Achievement Monitoring Target** **Reading -** Met overall with girls at 100%, boys 81% and Maori at 60%. **Writing -** Met overall with girls at 100%, Boys at 87.5% and Maori at 60%
	1 2	Class profiles are monitoring priority and GAT students.	Staff were encouraged to set up one from scratch collaboratively and then to look at others for setting up the remaining ones. Two whole staff sessions were dedicated to these being set up. Class profiles are required to be set up for all classes. HOLAs monitor the progress of these. Not all profiles are currently consistent with the guidelines and this will be followed up by the DP Curriculum. For ease of access, a collaborative folder was created titled *Student Learning Information* which includes all profiles in Google Drive. A reviewed format for registering priority students has been developed - SWAN (Students With Additional Needs). This is formatted in a way to support and ease profile development.	
	2	PLG focus on 7 Principles of Teaching (should this have been combined with the strategy below?)	The school-wide collaborative inquiry (based on the Spiral method) is continuing to be trialled and developed. The 'Spiral of Inquiry' is based	

1 sublevel gain per subject.	2		around the OECD Seven Principles of Learning and we are continually referring back to these as we develop our school-wide inquiry process.	**Numeracy -** Not met
All Year 8 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.	2		The stages of *Scanning*, *Focussing*, and *Developing a Hunch* were completed by the end of our allocated time for formal school-wide inquiry in term 2 and 3 (and one extra meeting in November to tidy the end of the process off). The *Focus* ended up being *"Improving students' ability to describe (identify) the criteria for strong work"*. In November we finished at a point where the same focus could be picked up in 2020 as we continue the exploration of the remaining stages of the Spiral inquiry framework.	**Mackenzie Steps Target** Not Met 13.3% of boys and 45.5% of girls made this level of progress overall **PAT Target** This was met for Technology but not for any other classes **Te Ara Target** Not met overall with 77% gaining the award. This was 91% of girls and 66% of boys.
All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains	2, 3	ALiM and ALL programmes implemented	ALiM (Accelerated Learning in Maths) teachers implemented half yearly reports to their mentor. Mid and end of year reports to their mentor were completed and uploaded. Also, see previous Board report on ALiM for more detailed reporting on the programme's progress.	OTJ data shows also shows the boys (53% at target) and girls (58%) below the expected target overall.
85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.	2		ALL (Accelerated Learning in Literacy) was implemented in Year 7-8 Integrated Studies classes. Classes were observed to determine if students were familiar with the teachers' strategies and routines. Consistency across the three Integrated Studies classes are an area of development in 2020. Revised meeting structures have been implemented to assist with this.	**Year 9 Data** **Curriculum Level Target** Not met 43% of girls, 15% of boys and 0% of Maori are at or above target grade
Year 9 Target 70% of Year 9 students should be at or above curriculum level 5B at the end of 2019 using end of year OTJ achievement data.	2		Both ALiM and ALL funding has been approved again for 2020.	**Curriculum Progression Target** Target met for girls. This target was reached by 82% boys and 100% of girls
All students show progress through the curriculum levels in each LA. With a progression of 2 sublevel gain per subject.	2	Small group lifting literacy workshops - LS	At the start of the year, workshops were expanded to include more students at Year 7 and 8. 64% of students in workshops (Tier Two priority students) displayed accelerated learning - 2 or more sublevels when measured by E-asttle Reading tests. A further 27% moved one sublevel and one student showed no progress.	**Priority Student Targets** This was met for all classes except maths. **Gifted and Talented Information** Of the 7 students on the register, all are achieving at an average of a year above target
All Year 9 GAT students (subject specific) show progress through the	2		When measured by effect size (using PAT Reading) all 4 students who didn't make a two sublevel gain did however show at least a .4 effect size. Two of the students showed effect size gains in excess of 1.1 - so nearly 3 years growth for one year's tuition.	**Year 10 Data** **Curriculum Level Target**

curriculum levels in each LA. With a progression of at least 2 sublevel gains per subject. All identified priority students (average of 2 sublevels below per subject) will make progress of 2.0 sublevel gains	2		Two students were 'graduated' from the Learning Support workshops and continue to work under their English teachers - they are monitored on Tier One of the priority students register. Students currently use StepsWeb, Gail Gillon phonics (WS). Looking to purchase Alpha to Omega - phonological awareness programme in 2020 for support of students with Dyslexia.	Not Met 43% of girls, 15% of boys and 0% of Maori are at or above target grade **Curriculum Progression Target** Not Met Results are very low here with 5% of boys and 8.3 % of girls making 1.5 or more sub level gains over the last year
Year 10 Targets 80% of Year 10 students should be at or above curriculum level 5P at the end of 2019 using end of year OTJ achievement data.	2	ESOL support system reviewed and expanded.	Use of Education Perfect's ESOL courses were implemented in 2019 but did not suit the students, their level of English, or the work they were doing in NCEA classes. It is anticipated that one student will gain NCEA Level 1. Less progress has been made with the other student, although pastoral discussions with his family are ongoing. Of more benefit was the employment of a Japanese speaking teacher, contracted for 2 hours per week to work with two students who have English as a second language.	**Priority Student Target** The targets were reached in Technology but not in any other classes **Junior Diploma Target** Not Met 62.5% of student gained the diploma. However, girls did meet this with 83% and boys did not with 50%
All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.	2	**Te Ara and Diploma** Pastoral Committee processes support (Te Ara/Diploma)	**Tea Ara** Statistics for the 2019 year were: ● 77% gained the award ● 91% of girls ● 66% of boys Issues with inconsistent reporting of Effort Grades were identified early on. Overall students responded well to Te Ara and seemed to understand the relevance of the award. Revision of the format of the reward Te Ara Day is required for 2020. **Junior Diploma** The teacher in charge developed an 'at risk' document that collaboratively identified students who were not making adequate progress towards their Diploma. These students gained extra attention via mini-conferences. Statistics for the 2019 year were: ● 75% of students gained the Diploma ● 81% of girls ● 68% of boys ● 85% of students were engaged/contributed to the Diploma. ● 70% gained Distinctions.	
All Year 10 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.	2			
All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains	2,3			

85% of Year 10 students should graduate with a diploma of achievement by end of Term 3.	2		These results are a big improvement from the last 2 years. 10% improvement from male completion rate compared to last year. Also higher engagement overall.	**Year 11**
Year 11 Target 94% (29 of 31) of all Year 11 students to attain Level 1 NCEA in 2019*.	2	**Pathways** Leaving school - data collected, reflection, proposals	Year 12 and 13 students were all interviewed with goals for 2020 identified. Some students made arrangements to update their plans before the end of the year. See Kamar interview notes for details.	**Attaining Level 1 Target** Nearly met 90.9% of all students enrolled in Y11 at the start of the year gained Level 1. Two students left during the year and did not achieve it.
61% of students (19 of 31) at Level 1 should gain a certificate endorsement, 23% (7 of 31) at excellence.	2		Year 10 students have all completed their Career Quest to assist them in making senior subject choices at the start of 2020.	**Level 1 Endorsement Target** Not met 50% gained an endorsement and 13% gained an excellence endorsement
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2	**University Entrance** UE plans implemented, data collected, reflection, proposals	At the start of 2019, eighteen year 13 students indicated a goal to gain UE. The subsequent UE plan was developed and shared with teachers. The DP Curriculum occasionally met with students and mid-year two students had been identified as having a need for mentoring.	**Level 1 Credit Target** Not met 25% of courses reached this target
Year 12 Target 87% (13 of 15) of all Year 12 students to attain Level 2 NCEA in 2019*.	2		After the death of a year 13 student, more individual discussions took place and the UE plan was modified. As a result 14 students indicated that they were wanting to gain UE and were on track. At the start of 2020, 12 of the 14 had gained UE and one student returned to get 5 more credits to ensure they had UE before starting their tertiary course.	**Year 12** **Attaining Level 2 Target** Met 92.9% of all student enrolled in Y12 at the start of the year gained Level 2. Of the five students who left throughout the year 3 gained Lv2.
60% of students (9 of 15) at Level 2 should gain an endorsed certificate.	2			**Level 2 Endorsement Target** Not met 31% of students gained an endorsement
All students who leave school in Year 12 should have a pathway that includes further training/qualifications either tertiary or workplace based.	2			**Leavers Pathway Target** Met Four students left through the year, two to employment, one to an apprenticeship and one moved to another school.

80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2			Target 4 80% of students in each course 14 or more credits in the course- Not met 16% of courses reached this target
Year 13 Target 90% (21 of 23) of all Year 13 students to attain Level 3 NCEA in 2019*.	2			**Year 13** **Attaining Level 3 Target** Almost met. 85.7% of all students gained Level 3
52% of students (12 of 23) should gain an endorsed certificate.	2			**Level 3 Endorsement Target** Not met 33% of students gained an endorsement
All students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.	2			**Attaining Level 2 Target** Met 100% of students gained at least Level 2 **Level 3 Credit Target** Not met 30% of courses reached this target
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course. 78% of Year 13 students (18 of 23) achieve University Entrance * All NCEA data are roll based statistics	2			**University Entrance Target** Not met 57.1% of all students gained UE. Scholarship results not yet available.
Increased use and relevance of the school values	3	**(PB4L training and planning)** Values tro be review and developed during term 1 after initial training and planning. Here are some draft sample strategies:	School values have been reviewed with staff, students and the community and through this process have developed new values around the acronym - MAGIC. These are Manaakitanga, Aspire, Grit, Integrity and Creativity. These values have been added to a matrix of the expected behaviours we would like to see from our students in all settings.	

Increased positive interactions between learner and teacher	3,4, 5	● Review and planning to promote school values ● Review teacher approach to classroom management ● Community and parent consultation on school culture	Heartlands Print has developed a draft brand of these values for that is currently being critiqued by the PB4L committee members.
Development of community awareness and buy-in of the school culture	3,4		Fluoro vests have been purchased that all staff will wear on duty and these have a personal message on them. These are currently in action as part of our 'active supervision' programme
			Potential methods for acknowledgement of positive behaviour for our students are under development and will use a focus group of students to allow us to choose a system that is most enticing to them.
Development of school-wide consistency in our approach to high expectations for achievement and behaviour	1,2,4		How we manage 'minor, major and extreme' cases of behaviour is being looked at along with classification of which behaviour falls into each category. It is hoped once this is discussed with staff we will be able to make a clear flowchart of actions a teacher can take when they encounter behaviour outside of our expectations.
			We have a strong group of staff, parents, and a teacher aide in the PB4L team who have attended all training days in Timaru. We have regular fortnightly meetings where an agenda is followed and we make progress through the various activities we have on the go. The Leads team has attended four Leads meetings as well. The plan for 2020 is to have more Leads days and the ability to call on John Taylor to run PD with staff if required.
			Overall a roll out of a new system to the students looks most likely to occur in Term 2 of 2020.
		(Digital Technology Curriculum Implementation)	
Enhanced digital fluency of students and staff	5	An implementation strategy for the Digital Technology Curriculum in 2020	A committee of six staff members have continued meeting in 2019. Online resources, Core Education and Rosie Adams' research has also been useful in developing the committee's goals.
Increased diversity of learning opportunities in Digital Technology	1,2,5		A three strand plan was developed for 2019 looking at ways we could incorporate Computational Thinking across the curriculum along with possibilities for Designing and Developing Digital Outcomes to do the same although this will sit within the Technology Department.
			The 3 strand plan was a valuable guide for progress. We hosted other schools to share ideas. From this a follow up meeting with opihi College has allowed staff from the two schools to work together.
			There are concerns that the scheme development needs considerable input and the programmes for next year are not yet finalised. To assist with the next stages of development, awas made to continue this group in 2020 chaired by the new DP Curriculum.
		A long term strategic plan for DT development including: ● Resourcing ● Year 7-10 programmes ● Year 11+ programmes	No formal progress towards the Long Term Plan. However, the DT (Digital Technology) Committee has spent a lot of time gathering knowledge for charting a plan for our DT development across two areas - the Digital Curriculum (see above) and how digital technology is used to support learning within the classroom (which we are currently calling 'eLearning'). From this, we are looking at short and long term plans for developing DT.

			As it currently stands, we aim for eLearning development be taking place across-school (in all learning areas) with year 7-8 Digital Technology programmes in place in 2020, with other year levels (including a senior DT course option) from 2021 onwards. NOTE - The current year 9-10 Information Technology courses are still in place in 2020. These are not technically Digital Technology classes, yet
		Ongoing Kahui Ako funded PLD targeted at specific group and teacher need in Digital Technology.	A series of workshops have been developed that will assist every teacher expanding their digital fluency (range of digital tools at their disposal). There is the opportunity to take pre-planned workshops or to choose a digital tool that is not on the list. One workshop day has been completed involving 6 staff and there are three more workshop days scheduled to take place before the end of the year. General consensus is that these workshops are not adequately meeting the needs of staff and discussions were underway at the end of 2019 with the Kahui Ako Principals Teams about more suitable alternatives.
		Ongoing informal and voluntary internal DT PLD (target of six sessions of 'IT Bytes' per term)	IT Bytes has completed 15 sessions in 2019. This falls short of our target of 20 for the year. A more realistic target for 2020 would be five sessions for terms 2 and 3, with four allocated to term 1 and 4. Sessions are to be planned for the middle weeks of each term. There is a need to develop a method to assess the staff's value of these morning sessions. Numbers attending implies that they are considered to be useful.
Increased effectiveness of learning and teaching	1,2,5	**(Seven Principles of Teaching School-Wide Inquiry)**	
		Whole school focus on implementing selected findings of the OECD 7 principles of learning Note: This strategy differs from that present the the draft strategies. It was modified during the development of the school-wide collaborative inquiry.	See comments in the PLG strategy above. These are essentially the same projects and therefore have the same progress indicators: ● Spiral of Inquiry, based heavily around the 7 Principles is under trial and development. ● During the school-wide inquiry, we refer back to these principles to ensure that we do not drift into unfruitful territory (it is very easy to get distracted in the bulk of complex information that the inquiry uncovers In 2020, as we get to the *New Learning* and *Taking Action* phases of the inquiry, we will have to keep the findings of this report at the forefront of our minds to ensure that our strategies, time and resources expenditure are justified. As we continue to explore the focus "*Improving students' ability to describe (identify) the criteria for strong work*" the key questions we need to keep in mind are: "are our resources being utilised wisely and are our actions backed up by solid research concerning the effectiveness of improvement of learning?
Design for the next stage of physical modern learning	5	**(10YPP)**	
		10 Year property planning initiated June 2019 to include:	Meeting with the Ministry property advisors and the project management group in charge of developing the 10YPP (10 Year Property Plan) has taken place.

| environments at Mackenzie College | | ● Identification of priority zones for modernisation
● Feedback on the effectiveness of recent modernisation projects
● Examples of modernisation of similar sites (age and style) | Followup site inspections by Ministry contracted engineers have assessed the plumbing, drainage, structural, painting and electrical components of the schools infrastructure. We are awaiting the next step of the development of the plan which looks at itemising:
● Which projects are health and safety concerns
● Which items are compliance projects
● What projects that board, management and staff rate as high priority projects |

Reviewed by Mackenzie College Board of Trustees: 12/2/2020

Property Plan Summary

CAPITAL	2011 $	2012 $	2013 $	2014 $	2015 $	2016 $	2017 $	2018 $	2019 $	2020 $
Buildings									15 000	
Block A (Admin)					8 000		60 000			
Block B (Main Block)					28 000	280 000		120 000		
Block C (Soft Tech)		8 000								
Block D (Music)										
Block E (Hall)								7 800		
Block F (Gym)			790,000							
Block G (Boilerhouse)	6 000							52 600		
Block H (Prefabs)										
Block I (Caretaker)										
Block J (Hard Tech)										
Boiler	180 000									
House										
Block 14 (OP Shed)										
Buildings Capital New										
Sub Totals	186 000	8 000	790,000		36 000	280 000	60 000	180 400	15 000	
SITES										
Site 2514 (Mackenzie College)										
Site 3049 (House #40097 on school site)										
Subtotal 2 (sites)										
TOTAL CAPITAL	186 000	8 000	790,000		36 000	280 000	60 000	180 400	15 000	
FUNDING –Cash in										
MOE 5YA						467 820				
MOE other capital										
Locally raised funds	186 000	8 000	585,000		36 000					
Total Cash In	186 000	8 000	790,000	-	36 000	280 000	60 000	180 400	15 000	
Total Cash Out	186 000	8 000	790,000	-	36 000	280 000	60 000	180 400	15 000	
Opening Balance										
Cash In	186 000	8 000			36 000	467 820				
Cash Out	186 000	8 000			36 000	280 000	60 000			

Strategic Goals

Strategic Goals		Core Strategies for Achieving Goals - 2015 - 2020
1. Student Achievement in Literacy and Numeracy	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	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.
2. Student achievement across all areas of the curriculum	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.	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.
3. Personal qualities; character, values, leadership and teamwork.	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.	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.
4. Community Engagement	To continue to develop a strong and positive presence in the Mackenzie community as well as strong whanau/school links to enhance student learning.	Explore ways of enhancing communication with our community, particularly electronic-based communication. Ensure positive school publicity in media publications. Foster positive relationships with other organisations such as Polytechnic and local businesses to further enrich our curriculum. Ensure positive links with contributing schools. Continue to develop in our effectiveness to communicate student progress in a timely manner.
5. Modern Learning Environment	Students are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible learning environment	IT infrastructure upgraded to support easy, trouble-free digital access. Students develop skills needed to become responsible digital citizens. Teacher competence in digital teaching and learning enhanced through PD opportunities. Bring Your Own Devices introduction planned for as we move towards a 1:1 digital device per student environment. IT Leadership at SLT level clarified and enhanced.

Charter Targets for 2020

The following table features the specific targets selected for 2020 in order to achieve progress towards our five Strategic Goals. Progress towards these targets will be measured throughout the year and reported to the Board of Trustees in May and October. An Analysis of Variance, a measure of our year's achievement of these targets will be produced and published in March of 2021.

Targets	Strategic Goal	Strategies
Year 7 Targets 75% of Year 7 students should be at stage/progression level 7 in reading, writing and numeracy at the end of 2020	1	**Learning Area Targets** ● Learning Area targets included as part of at least two HOLA goals ● Increased awareness of learning area targets through include in Learning Area meetings and whole school staff meetings
75% of Year 7 students should be at or above curriculum level 4B at the end of 2020 using end of year OTJ achievement data.	2	**Class Profiles** To ensure teachers have knowledge of the individual strengths and barriers of their students so they can implement strategies that allow learning to occur
Year 8 Targets: 75% of Year 8 students should be at stage/progression level 8 in reading, writing and numeracy at the end of 2020	1	● Current system is reviewed to improve the: ○ Reduction in duplication of tasks ○ Sharing of staff strategies e.g. effective strategies in certain learning areas
75% of Year 8 students should be at or above curriculum level 4P at the end of 2020 using end of year OTJ achievement data.	2	○ Access to historical strategies and information ○ Use and relevance of profiles throughout the year
All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.	2	**SWAN (Students with additional needs)** Documentation including learning support, gifted and talented students, ESOL students, and those who have challenging wellbeing needs.
All Year 8 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.	2	● Use and development of our SWAN initiative. Linking to class profile process. ● Review effectiveness and use of SWAN term 4.
All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains	2	**ALiM and ALL** Integration of our ALiM and ALL programmes into school practices.
85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.	2, 3	**Te Ara and Diploma** Pastoral Committee processes support (Te Ara/Diploma)
Year 9 Target 75% of Year 9 students should be at or above curriculum level 5B at the end of 2020 using end of year OTJ achievement data.	2	**Pathways** Leaving school - data collected, reflection, proposals ● Develop and review systems monitoring student pathways ● Modifcation of our approach to Gateway and STAR programmes
All students show progress through the curriculum levels in each LA. With a progression of 2 sublevel gain per subject.	2	**University Entrance** Monitor students with University entrance as a goal.

All Year 9 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 2 sublevel gains per subject.	2	• UE plans developed with relevant students • Students' UE plans monitored and responded to in a timely fashion throughout the year. • UE data analysed and alternative action plans developed for 2021 if required.
All identified priority students (average of 2 sublevels below per subject) will make progress of 2.0 sublevel gains	2	
Year 10 Targets 70% of Year 10 students should be at or above curriculum level 5P at the end of 2020 using end of year OTJ achievement data.	2	
All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.	2	
All Year 10 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.	2	
All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains	2	
80% of Year 10 students should graduate with a diploma of achievement by the end of Term 3.	2,3	
Year 11 Target 100% (30 of 30) of all Year 11 students to attain Level 1 NCEA in 2020*.	2	
60% of students (18 of 30) at Level 1 should gain a certificate endorsement, 20% (6 of 30) at excellence.	2	
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2	
Year 12 Target 94% (29 of 31) of all Year 12 students to attain Level 2 NCEA in 2020*.	2	
58% of students (18 of 31) at Level 2 should gain an endorsed certificate.	2	
All students who leave school in Year 12 should have a pathway that includes further training/qualifications either tertiary or workplace based.	2	
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2	

Year 13 Target		
82% (9 of 11) of all Year 13 students to attain Level 3 NCEA in 2020*.	2	
40% of students (12 of 11) should gain an endorsed certificate.	2	
All students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.	2	
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2	
87% of Year 13 students (20 of 11) achieve University Entrance (Note: Specific target to be modified after UE planning complete)	2	
* All NCEA data are roll based statistics		
Values	3,4	**Integration of the PB4L strategies (Tier 1) into school-wide practices**
85% of students are able to recite all 5 new school values by mid term 3.		Aligning our strategies for dealing with students to ensure clarity and fairness for students and teachers
New school values are visible and integrated into all aspects of school life.		● Wide publication and visibility of the school values
Increased school and community awareness and use of the new school values.		● Active supervision techniques in utilised by all staff
		● Behaviour flowchart complete and utilised by all teachers
Behaviour Management	3,5	● Improved KAMAR pastoral section design to align with changes to school-wide practices.
A system implemented that ensures school-wide consistent awareness of types and response to a wide range of behaviours.		● Continued development and use of the Expectations Matrix - beyond 'All Settings'.
Reduced break-time incidents requiring disciplinary intervention.		● An acknowledgement system implemented that encourages the choice of positive behaviours.
Acknowledging Positive Behaviours	3,4,5	
Strategies and systems in place to trial methods to acknowledge positive behaviour by the end of term 3		
Digital Technology Curriculum Implementation	2,5	**Digital Technology Curriculum Implementation**
Documentation in place for delivery of the DT curriculum from Year 7 - 10 in 2021		Ensure students prepared for a changing post school environment. Be able to apply a DT skill set and apply to problem solving.
Distribution of the teaching of the use of digital tools to assist learning (e-Learning) is distributed across learning areas		● DT Committee focus change to the delivery of the DT Curriculum (see e-Learning below)
		● Development of a year 7-10 Digital Technology scheme of work
		● Upskilling of DT teachers
		● Distributed e-Learning across learning areas is explored in whole staff PLD
Teaching as Inquiry	2,5	**Spiral of Inquiry**
Increased teacher awareness and responsiveness to student needs.		● Term 2-3 completion of our in depth exploration of the Spiral of Inquiry started in 2019.
Completed all stages of a school-wide inquiry by the end of term 3.		● Learning, Taking Action and Checking completed for our current year 9-10 focus question of "Improving students' ability to describe and identify the criteria for strong work"

Modernisation of Learning Environments Design for the next stage of physical modern learning environments at Mackenzie College.	5	**Ten Year Property Planning** Continuation of the 10 Year property planning initiated June 2019 to include: ● Identification of priority zones for modernisation ● Feedback on the effectiveness of recent modernisation projects ● Examples of modernisation of similar sites (age and style)

Mental Wellbeing
    Increased knowledge of, and access to, mental health services.
    Increased knowledge base of relevant mental health needs and issues facing our school community.
	3,4	**Mental Health**
		● An exploration of wellbeing needs and strategies relevant to our community.
		● To improve the wellbeing of vulnerable students in our community.
		● To provide a framework so that we as teachers are resilient, have positive wellbeing as we look to care for our students.
		● Greater emphasis placed on PLD associated with mental health and wellbeing
		● To review and implement systems that promote positive mental wellbeing of teachers and principal

Status of Te Reo and Tikanga Māori
    Whānau and Rangitahi hui completed to gather voice.
    Development and growth of the Kaiawhina o Tikanga Maori leadership role.
	3,4,5	**Promote and Grow Confidence of te Reo and Tikanga Māori**
		To build an increasingly inclusive, culturally responsive classroom and school environment.
		● Continuation of the Staff Kapa programme
		● Leadership mentoring for our Kaiawhina student leader role
		● Promote and growth Student Kapa
		● Collect and respond to korero with local whānau
		● Promote the use of te reo Māori via staff newsletter, school newsletter, staff meetings etc

Staff Appraisal
    New support staff appraisal system in place.
    One completed appraisal cycle for all support staff by the end of the year.
	4	**Support Staff Appraisal**
		To provide a system that opens avenues of communication of goals, performance, job satisfaction and development.
		● Appraisal system trialed with support staff managers (Library, Administration, Cleaning and grounds)
		● Appraisal system rolled out to all support staff (see Support Staff Appraisal timeline)

Supporting Information

Board of Trustees

Mr Andrew Anderson (Chair)
Mr Alistair Hay
Mrs Jo Hurst
Mr Hamish Johnson
Mr Scott Harris
Miss Lucy Barnes (Student representative)
Mr Jason Reid (Principal)
Mrs Joanna Parke (Staff representative)

KiwiSport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2019, the school received total Kiwisport funding of $3836.83 (excl GST). The funding was spent on Sports Coordinator salary.

Financial Statement

The following documents are included as a separate Adobe Acrobat file submitted via the Ministry Data Portal when available:
● Statement of Financial Responsibility
● Audited Financial Statements
● Independent Auditors Report