



Charter, Strategic and Annual Plan 2021

Manaakitanga Aspire Grit Integrity Creativity

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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 rounded, 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 quality, values-based education for the students of Fairlie and the surrounding districts. Our school community lives its values of Manaakitanga, 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 west of Lake Tekapo, to the Opuha River in the east and from Sherwood Valley 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 outlying schools such as Cannington and Pleasant Point.

The roll of the school at the start of 2021 was 190 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, Ara Polytech (Timaru), 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 traditionally hosts a group of their students and teachers each year for three weeks. We hope to rekindle this relationship post COVID restrictions.

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 Māori and Māori culture.

In recognition of 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 events and ceremonies.

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 whānau or iwi. It may also involve sourcing appropriate material from the New Zealand Correspondence School, NetNZ or other suitable institution. Consultation with whānau 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.

2021 sees the College's renewal and refinement of its strategic planning process. This now follows a model aimed at the reduction in complexity and with a strong focus on growth mindset practices.

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, leadership, service and sporting endeavours.

The College has concluded the 5-year successful implementation of our BYOD programme, with Years 7-13 utilising their own devices in classes. The use of digital technology as a learning tool is a primary focus of our eLearning and Digital Curriculum development.

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 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 is embedded into all 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 2020

All targets set at the beginning of 2020 were highly aspirational, with the aim of enhancing excellence across all areas of school practice. This combined with a year disrupted by COVID lockdowns and restrictions has resulted in fewer than expected targets being met.

Targets (Finalised March 2020)	Str. Goal	Data Associated with Variance From Target	Strategies Planned to Meet Associated Target(s) (Finalised March 2020)	Comments on Effectiveness or Completion of Specific Strategies and Next Steps (if applicable)
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 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.	1	Target Not Met - overall with 31% of students working at Curriculum Level 7 or above.	Learning Area Targets <ul style="list-style-type: none"> 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 	Goal setting has been interrupted by COVID lockdowns and associated interruption post-lockdown. The formalised setting and analysis of HOLA (head of learning area) goals was put on hold until the start of 2021.
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 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.	1	Not Met - overall, 57% at or above the level (4B). 70% of girls, 45% of boys and 39% of Maori are at or above target grade	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	The scheduled Class Profile review and trial was stalled due to COVID interruptions. This remains a high priority due the positive impact on:
All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.	2	Not Met - overall with 61% of students working at Lv8 or above.	<ul style="list-style-type: none"> Current system is reviewed to improve the: <ul style="list-style-type: none"> Reduction in duplication of tasks Sharing of staff strategies e.g. effective strategies in certain learning areas Access to historical strategies and information Use and relevance of profiles throughout the year 	<ul style="list-style-type: none"> Knowledge of the students strength and challenges Differentiation of classroom strategies - so that every student is experiencing challenge at their level. Sharing of strategies between teachers. Use of the SWAN document (see below) was prioritised to encourage differentiation of learning tasks and to increase teacher awareness of specific learning needs of individual students, along with associated. See below for more details on the SWAN.
All Year 8 GAT students (subject specific) show progress through the curriculum levels in each LA. With a	2	Not Met - 64% at or above the level (4P) 74% of girls, 54% of boys and 38% of Maori are at or above target grade	SWAN (Students with additional needs) Documentation including learning support, gifted and talented students, ESOL students, and those who have challenging wellbeing	The SWAN documentation is in place and is an evolving document. It has been updated for 2021 students and now contains additional links to specific learning plans and
All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.	2	Target Partially Met - English, Social Studies, Science and Technology learning areas (departments) met this target.		
All Year 8 GAT students (subject specific) show progress through the curriculum levels in each LA. With a	2	Insufficient Data - scheduled analysis and tracking of GAT (gifted and talented) students did not take place.		

<p>progression of at least 1 sublevel gain per subject.</p> <p>All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains</p> <p>85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p> <p>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.</p> <p>All students show progress through the curriculum levels in each LA. With a progression of 2 sublevel gain per subject.</p> <p>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.</p> <p>All identified priority students (average of 2 sublevels below per subject) will make progress of 2.0 sublevel gains</p> <p>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.</p> <p>All students show progress through the curriculum levels in each LA. With</p>	<p>2</p> <p>2, 3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>Not Met - no identified priority students were successfully accelerated to higher than expected progress in 2020</p> <p>Partially Met - overall, 77% gained the award. This was 91% of girls (exceeded target) and 66% of boys.</p> <p>Not Met - overall, 59% of students were at or above the level (5B). 70% of girls, 48% of boys and 29% of Maori are at or above target grade</p> <p>Partially Met - English, Health and PE and Art learning areas met this target.</p> <p>Insufficient Data - scheduled analysis and tracking of GAT (gifted and talented) students did not take place.</p> <p>Not Met - no identified priority students were successfully accelerated to higher than expected progress in 2020</p> <p>Partially Met - overall, 46% at or above the level (5P) 74% of girls, 33% of boys and 14% of Maori are at or above target grade</p> <p>Partially Met - Social Studies, Technology and Health and PE learning areas met this target.</p>	<p>needs.</p> <ul style="list-style-type: none"> • Use and development of our SWAN initiative. Linking to class profile process. • Review effectiveness and use of SWAN term 4. <p>ALiM and ALL Integration of our ALiM and ALL programmes into school practices.</p> <p>Te Ara and Diploma Pastoral Committee processes support (Te Ara/Diploma)</p> <p>Pathways Leaving school - data collected, reflection, proposals</p> <ul style="list-style-type: none"> • Develop and review systems monitoring student pathways • Modification of our approach to Gateway and STAR programmes <p>University Entrance Monitor students with University entrance as a goal.</p> <ul style="list-style-type: none"> • 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. 	<p>strategies for individual students.</p> <p>ALiM and ALL progress and professional development have continued through the myriad of interruptions during 2020. These programmes still sit firmly in the realms of Integrated Studies and Mathematics.</p> <p>Another successful year for these programmes - see associated data.</p> <p>Ongoing - development. It needs some serious time put aside for the to plan for:</p> <ul style="list-style-type: none"> - What we want to achieve - How we are going to get there <p>Continued modification to STAR and Gateway programmes are underway in 2021, as well as the introduction of Dual Pathways.</p> <p>Ongoing - due to delays in gathering robust data, this goal will need to continue to be monitored in 2021.</p> <p>An active part of the year 13 programme - including mentoring, hauora hub (wellbeing monitoring) and parent/student/teacher conferencing. An ongoing priority..</p> <p>Delays were experienced in 2020. However, the new conferencing process has aided these strategies and goals.</p>
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<p>a progression of 1 sublevel gain per subject.</p> <p>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.</p> <p>All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains</p> <p>80% of Year 10 students should graduate with a diploma of achievement by the end of Term 3.</p> <p>Year 11 Target 100% (30 of 30) of all Year 11 students to attain Level 1 NCEA in 2020*.</p> <p>60% of students (18 of 30) at Level 1 should gain a certificate endorsement, 20% (6 of 30) at excellence.</p> <p>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.</p> <p>Year 12 Target 94% (29 of 31) of all Year 12 students to attain Level 2 NCEA in 2020.</p> <p>58% of students (18 of 31) at Level 2 should gain an endorsed certificate.</p>	2	Insufficient Data - scheduled analysis and tracking of GAT (gifted and talented) students did not take place.		
	2	Not Met - no identified priority students were successfully accelerated to higher than expected progress in 2020		
	2,3	Not Met - a total of 47.6% of students gained the Junior Diploma Award.		
	2	Not Met - overall,, 93.9% 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.		
	2	Not Met - 33.3% of students gained an endorsement and 11% gained an excellence endorsement.		
	2	Not Met - 25% of courses reached this target Note: In response to COVID lockdown the required number of credits was dropped to 12 credits in each course. This target reports the original target.		
	2	Target Met - 96.4% of all students enrolled in Year 12 at the start of the year gained Level 2.		
	2	Not met - 39.3% of students gained an endorsement.		
	2	Met - two students left through the year, one		

<p>All students who leave school in Year 12 should have a pathway that includes further training/ qualifications either tertiary or workplace based.</p> <p>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.</p> <p>Year 13 Target 82% (9 of 11) of all Year 13 students to attain Level 3 NCEA in 2020.</p> <p>40% of students (5 of 11) should gain an endorsed certificate.</p> <p>All students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p> <p>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.</p> <p>87% of Year 13 students (20 of 11) achieve University Entrance (Note: Specific target to be modified after UE planning complete)</p>	2	to an apprenticeship and one to homeschooling.		
	2	Not met - 16% of courses reached this target Note: In response to COVID lockdown the required number of credits was dropped to 12 credits in each course. This target reports the original target.		
	2	Not Met - close, 80% of all students gained Level 3.		
	2	Not Met - 12.5% of students gained an endorsement		
	2	Target Met - 100% of year 13 students left with Level 2 NCEA, minimum.		
	2	Not Met - 30% of courses reached this target		
	2	Not Met - 40% of all students gained UE. Note: Scholarship results not yet available.		
<p>Values 85% of students are able to recite all 5 new school values by mid term 3.</p> <p>New school values are visible and integrated into all aspects of school life.</p>	3,4	Target Met - the PB4L SET survey registered 86% of students being able to recite all 5 values	<p>Integration of the PB4L strategies (Tier 1) into school-wide practices Aligning our strategies for dealing with students to ensure clarity and fairness for students and teachers</p> <ul style="list-style-type: none"> ● Wide publication and visibility of the school values 	Mackenzie College's first year of implementing PB4L was highly successful, with an implementation average of 87% (see SET data below)
	3,5	Target Met - values are visible and integrated via multi media sources including newsletters, assemblies,		

Increased school and community awareness and use of the new school values.	3,4,5	posters, planners, public meetings, reward systems and behaviour plan	<ul style="list-style-type: none"> ● Active supervision techniques in utilised by all staff ● Behaviour flowchart complete and utilised by all teachers 	Completed: Values development and publication via consultation, posters, mail-outs, newsletters, assemblies
Behaviour Management A system implemented that ensures school-wide consistent awareness of types and response to a wide range of behaviours.	3,4,5	Insufficient Data - although it is assumed that the extensive promotion of the new school values has been effective, data collection has not taken place	<ul style="list-style-type: none"> ● Improved KAMAR pastoral section design to align with changes to school-wide practices. 	Developed and in place. Continued development and prioritisation is required to ensure sustained use. .
Reduced break-time incidents requiring disciplinary intervention.	3,4,5	Insufficient Data - increased monitoring of behaviour, along with modified behaviour categories, has made comparative data collection inviable.	<ul style="list-style-type: none"> ● Continued development and use of the Expectations Matrix - beyond 'All Settings'. 	Draft classroom flowchart complete with out-of-school and duty flowchart in development.
Acknowledging Positive Behaviours Strategies and systems in place to trial methods to acknowledge positive behaviour by the end of term 3	3,4,5	Target Met - a new behaviour management plan was developed and implemented	<ul style="list-style-type: none"> ● An acknowledgement system implemented that encourages the choice of positive behaviours. 	Completed
				Completed. Additional 'areas' are under development
				An app for recording values acknowledgment is in place and functioning. Assemblies that acknowledge and reward student use of values are carried out fortnightly
				See the SET data and PB4L minutes for details.
				<i>A summary of our 2020 SET assessment generated the following 'preparedness' ratings from our first year on implementation:</i>
				<i>Expectations Defined 100%</i>
				<i>Expectations Taught 70%</i>
				<i>Reward System 100%</i>
				<i>Violations System 88%</i>
				<i>Decision Making 50%</i>
				<i>Management 100%</i>
				<i>District Support 100%</i>
				<i>Implementation Average 87%</i>
Digital Technology Curriculum Implementation	2,5		Digital Technology Curriculum Implementation	

<p>Documentation in place for delivery of the DT curriculum from Year 7 - 10 in 2021</p> <p>Distribution of the teaching of the use of digital tools to assist learning (e-Learning) is distributed across learning areas</p>	2,5	<p>Partially Met - to be completed in 2021. The allocation of Designing and Developing Digital Outcomes was heavily embedded with the junior Digital Technology courses. Documentation is still in development.</p> <p>Partially Met - Computational Thinking and "e-Learning" (using digital tools and technologies to support learning in classes) - has been distributed across all 7 learning areas. Additional work required to strengthen the foundational work begun in 2020.</p>	<p>Ensure students are prepared for a changing post school environment. Be able to apply a DT skill set and apply it to problem solving.</p> <ul style="list-style-type: none"> 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 	<p>Mixed results - there have been fewer meetings due to interruptions, but the DT Curriculum plan has made significant progress over the year. The most progress is around defining what the structure of teaching Digital Technology at Mackenzie College.</p> <p>Completed - the entire year's meetings have been focussed on implementation of the Digital Technology Curriculum - school wide.</p> <p>Underway across Year 7-10. More significantly established in years 7-8. Ongoing review and development across all DT classes.</p> <p>Incomplete - more resourcing and priority required in 2021.</p> <p>Whole staff workshops were conducted to define 'e-Learning' (according to Kia Takatū ā-Matihiko), 'computational thinking', and what it looks like within learning areas.</p>
<p>Teaching as Inquiry</p> <p>Increased teacher awareness and responsiveness to student needs. Completed all stages of a school-wide inquiry by the end of term 3.</p>	2,5	<p>Not Met - the time allocated to completing the school-wide implementation of a Spiral of Inquiry (Term 2 and 3) was absorbed due to COVID preparation and response.</p>	<p>Spiral of Inquiry</p> <ul style="list-style-type: none"> Term 2-3 completion of our in depth exploration of the Spiral of Inquiry started in 2019. 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" 	<p>All school-wide formal inquiry projects have been put on hold due to time required to deal with COVID lockdowns and alert levels.</p> <p>This inquiry project remains incomplete (see above). The progress on unpacking the Spiral of Inquiry process remains a priority in one form or another for 2021.</p>
<p>Modernisation of Learning Environments</p> <p>Design for the next stage of physical modern learning environments at Mackenzie College.</p>	5	<p>Partially Met - the draft 10YPP was completed and submitted in Oct 2020. Approval was gained in Feb 2021. The first of the modernisation projects will be underway in 2021.</p>	<p>Ten Year Property Planning</p> <p>Continuation of the 10 Year property planning initiated June 2019 to include:</p> <ul style="list-style-type: none"> Identification of priority zones for modernisation 	<p>The development of our 10YPP is about 6 months behind schedule. Here is the state of progress to date:</p> <ul style="list-style-type: none"> Engineers report completed Draft 10YPP constructed and consultation complete

			<ul style="list-style-type: none"> ● Feedback on the effectiveness of recent modernisation projects ● Examples of modernisation of similar sites (age and style) 	<ul style="list-style-type: none"> ● 10YPP approved by project management, Ministry and Board <p>The next steps are:</p> <ul style="list-style-type: none"> ● Final documentation signed by Ministry ● Project managers appointed ● First projects to begin 2021
<p>Mental Wellbeing Increased knowledge of, and access to, mental health services.</p> <p>Increased knowledge base of relevant mental health needs and issues facing our school community.</p>	<p>3,4</p> <p>3,4</p>	<p>Target Met - although an ongoing process, the school pastoral response team (the pastoral committee) has added a number of significant support organisations and individuals to its kete.</p> <p>Target met - again, ongoing. MH101 was a valuable resource, along with the continued involvement in community wellbeing projects including the Emergency Management Team and District Council Spatial Planning discussions. Additional support is being sourced via COVID funding for our Community Library, to support student and community mental wellbeing.</p>	<p>Mental Health</p> <ul style="list-style-type: none"> ● 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 	<p>This major focus for the year has been redirected to deal with student wellbeing during and post lockdown. This included:</p> <ul style="list-style-type: none"> ● The Hauora Hub initiative ensuring all families had phone contact during lockdown, focussed on wellbeing ● Three pastoral committee members attending local MH101 training ● Improved pathways to access, and therefore promote, mental health support groups ● <p>Previously defined strategies and targets remain a priority in 2021.</p>
<p>Status of Te Reo and Tikanga Māori Whānau and Rangitahi hui completed to gather voice.</p> <p>Development and growth of the Kaiawhina o Tikanga Maori leadership role.</p>	<p>3,4,5</p> <p>3,4,5</p>	<p>Not Met - whānau and community engagement meetings planned for term 2 and 3 were both cancelled due to various COVID restrictions on social groupings</p> <p>Target Met - our Kaiawhina leadership role had extensive mentoring and support in 2021. The role now has two student leaders attached to it in 2021.</p>	<p>Promote and Grow Confidence of te Reo and Tikanga Māori</p> <ul style="list-style-type: none"> ● 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 grow Student Kapa 	<p>Ongoing. Anecdotal evidence indicates increased use of te reo as part of events and classroom dialogue. Staff kapa includes regular suggestions and practice of staff classroom reo.</p> <p>As mentioned above, staff kapa has been expanded to include te reo for teachers. Voluntary staff attendance ranges from 15 - 40% of teachers</p> <p>Achieved and ongoing (see data)</p> <p>An ongoing priority for the Kaiawhina role.</p>

			<ul style="list-style-type: none"> ● Collect and respond to korero with local whānau ● Promote the use of te reo Māori via staff newsletter, school newsletter, staff meetings etc 	<p>Incomplete - only informal meetings with local iwi have taken place in 2020.</p> <p>Ongoing and increasing in frequency. A continued priority.</p>
<p>Staff Appraisal New support staff appraisal system in place.</p> <p>One completed appraisal cycle for all support staff by the end of the year.</p>	<p>4</p> <p>4</p>	<p>Target Met - the system is in place and trialled with one member of our support staff</p> <p>Target Not Met - the term 2 and 3 roll-out was halted in order to prioritise COVID responses school-wide.</p>	<p>Support Staff Appraisal To provide a system that opens avenues of communication of goals, performance, job satisfaction and development.</p> <ul style="list-style-type: none"> ● 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) 	<p>The process was trialled with the Library Manager just prior to Lockdown and continued afterwards. The process has not been expanded out to encompass other support staff, yet.</p>

Reviewed by Mackenzie College Board of Trustees: 17/2/2021

Property Plan Summary

Note: 2021 sees the start of a new cycle of 5YA property funding.

CAPITAL	2011 \$	2012 \$	2013 \$	2014 \$	2015 \$	2016 \$	2017 \$	2018 \$	2019 \$	2020 \$	2021 \$
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 Plan - Focus Areas (2021)

Board, staff, students and whānau consultation during 2020 and 2021 have clearly defined three main foci for the long term strategic planning of Mackenzie College. These are Wellbeing, Achievement and Culture.

As these words have extremely far reaching definitions, it is important that we unpack them to explain what they mean in the context of the College.

Wellbeing

Mackenzie College has made a commitment to protecting and strengthening the mental, physical and spiritual health of staff and students. In an ever increasingly complex world, it is important that we have a range of skills at our disposal to deal with any challenges to our wellbeing that we may encounter.

Wellbeing doesn't exist separately from our other two foci, Achievement and Culture, but instead is intricately woven into both. A diagram has been included to illustrate the interrelationship between all three focus areas and the strategies associated with growing and strengthening these at Mackenzie College - see [The Foci Spectrum](#) (page 20).

Mackenzie College had a wellbeing focus with the aim of strengthening:

- Relationships
- Physical health
- Mental wellbeing
- Cultural identity
- Post-COVID recovery
- Sexuality identity
- Access to support programmes
- Online safety

As well as supporting the two other focus areas, the Wellbeing focus is supported by the school values of **Manaakitanga** (caring for yourself and others) and **Creativity** (valuing diversity and seeking better ways of doing things).

Achievement

No student is the same, each person experiences their own unique set of strengths and challenges. Therefore, student success and achievement must also be evident and recognised in a multitude of forms. Our achievement focus is specifically designed to acknowledge the diversity of the unique minds that make up the student body.

Mackenzie College staff, leadership and governance takes pride in our systems that identify the diversity of abilities within the student body. We have an outstanding NCEA achievement rates combined with the results of highly successful vocational pathways. Our aim is to take these successes even further.

Mackenzie College's achievement focus aims to:

- Identify and respond to the unique needs of each individual student
- Provide effective and meaningful vocational and academic pathways
- Review NCEA delivery to meet the specific needs of our students
- Promote growth and excellence in all forms of learning
- Provide safe and effective learning environment
- Ensure that students are equipped and prepared for transitions into and out of the College

As well as supporting and being supported by the two other focus areas, the Achievement focus is holistically linked to the school values of **Aspire** (having high expectations for yourself) and **Grit** (applying effort even when the going gets tough).

Culture

A positive school culture is the goal of every school. This occurs when the values and goals of a school are owned and exhibited by the majority of students, staff, whānau and community. Mackenzie College has a good and growing positive school culture. Our involvement in the PB4L programme has been a significant influencer in the developing school culture. Some aspects of this work only require further customisation and embedding. Some aspects are still in their infancy.

Positive school culture reduces the need for compliance. Compliance implies that a person requires a set of rules to govern and restrict their actions. Our desire is that the culture of the school becomes something that students, staff and whānau have a belief in, and therefore are active in growing, supporting and promoting.

The continued development of a positive school culture aims to:

- Ensure inclusivity for all ethnicities, gender, sexuality and financial status
- Make the special place of te ao Māori a priority
- Build and embed a set of common values, known and owned by all
- Ensure expectations of behaviour are clear and fair
- Actively teach positive behaviour as a skill set

Culture is all pervasive, influencing all aspects of school life. Therefore, all school values support and are supported by a positive school culture. However, in particular the school value of **Integrity** (doing the right thing no matter who is watching) supports the focus area of Culture.

The Foci Spectrum

As mentioned above, achievement, wellbeing and culture cannot stand alone. Achievement has a positive effect on wellbeing, positive school culture supports wellbeing and achievement.

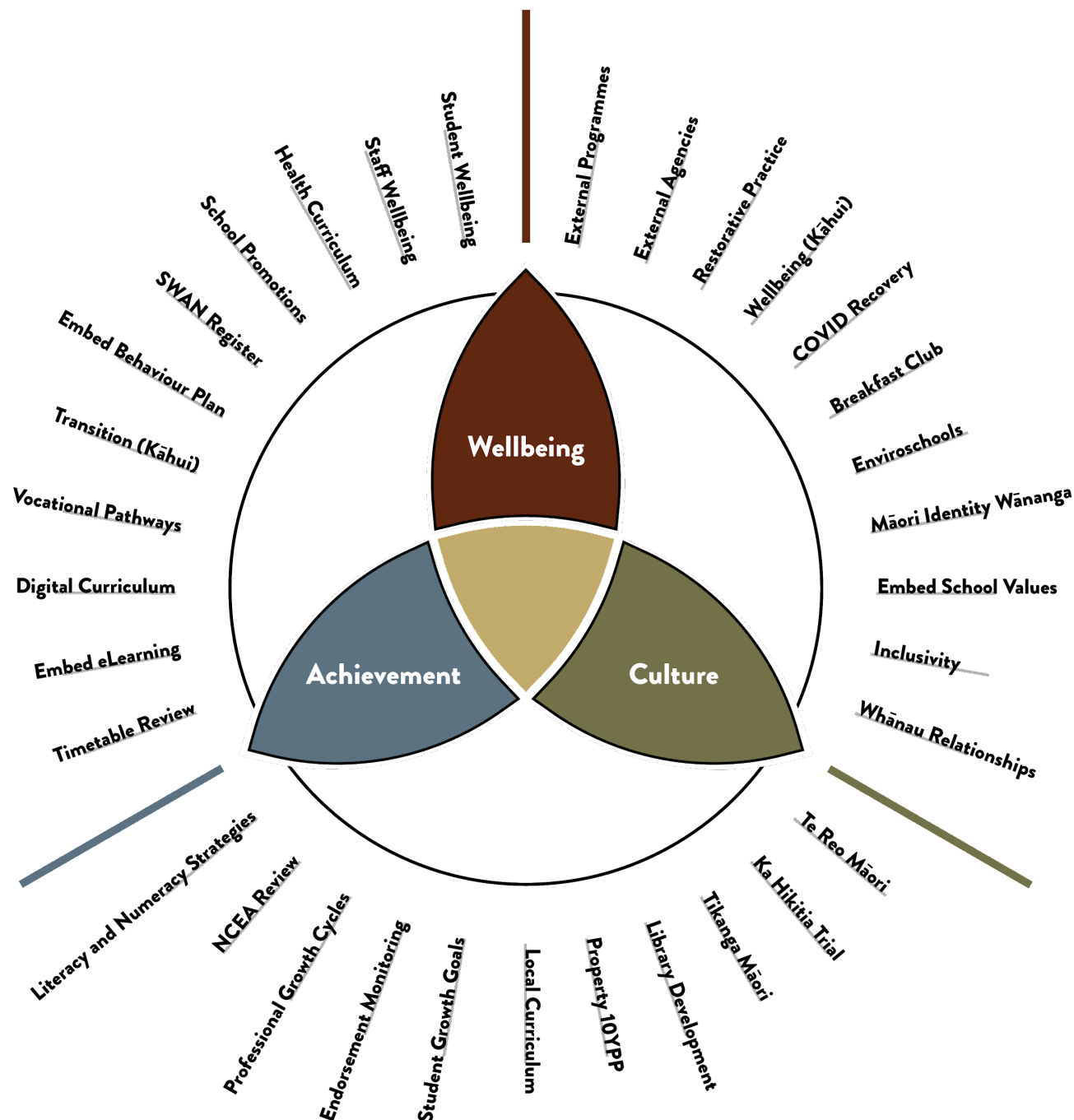
The diagram to the right represents the overlapping influence of each of our chosen foci.

The outer ring of the diagram represents some of the programmes and initiatives that we believe will help us achieve:

- Targeted success and **achievement** for all.
- Robust and resilient **wellbeing** development for all.
- A safe, positive and inclusive school **culture**.

The programmes and initiatives stated are placed around a spectrum, or gradient, of the primary focus areas that they support. There are items closest to the Wellbeing focus (top of the diagram) indicating that they have a primary focus. There are items placed halfway between focus areas, for example, the use of the SWAN register has a shared influence on both Achievement and Wellbeing.

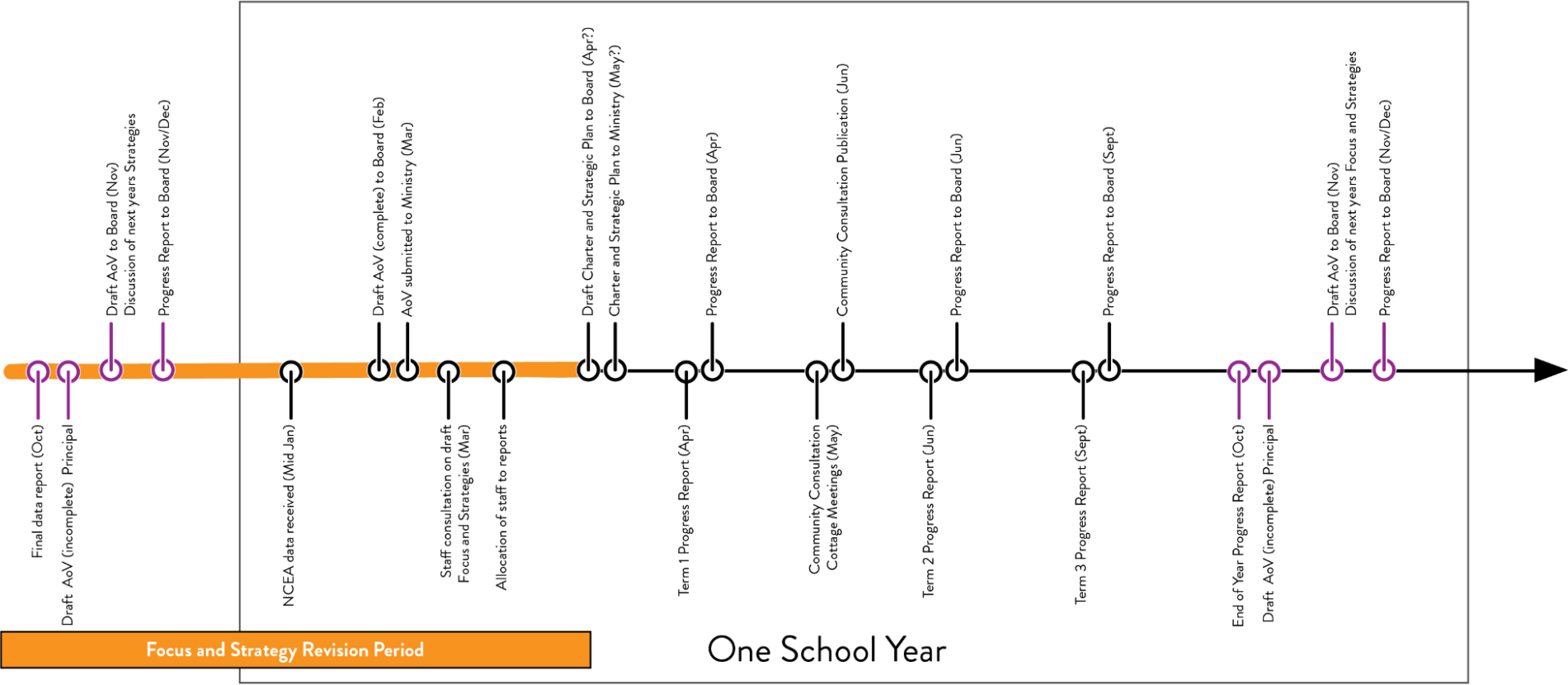
However, all initiatives influence all focus areas to differing degrees, for example - the introduction of the Enviroschools programme primarily influences Culture and Wellbeing but also will have an influence on the recognition of successes (Achievement) for both leaders, participants and those influenced by the programme.



Reporting Progress: The Process

Timeline

The following timeline outlines the process for assessing the effectiveness of the chosen strategies employed over one school year. The orange bar highlights the timing and process of revising and refining the focus and strategies of the following year. Aspects of this process are covered in more detail in the following sections.



Consultation

The main focus areas have been established via consultation with students, staff, whānau and governance. These take place in a manner of forms but can include:

- Student - digital survey, student council, student forum, committee captains, student leaders
- Staff - dedicated staff meeting time, fireside chats (staff one-to-one meetings with principal)
- Whānau - cottage meetings (community consultations evenings), cottage meeting followup publications, parent information evenings, PTA meetings, digital surveys
- Governance - dedicated time at board meetings

Once established, these focus areas are to be returned to consultation annually for discussion, with the awareness that focus areas (and associated long term strategies) need to remain in place to ensure workload management and the change to embed new practices.

Focus development and refining

Annually, the focus areas and the previous years strategies are consulted upon (see above). Commitment to long term strategies must be upheld unless there is clear evidence that the strategy is ineffective- i.e. that is not achieving the effect expected or is having a detrimental effect. Focus areas are currently limited to a maximum of three in order to minimise complexity and excessive workload, and to ensure strategic allocation of time, staffing and financial resources.

The [Strategic Plan: Strategies and Initiatives](#) section lists current strategies and programmes that are in place to address the three focus areas. These are refined annually ending with the End of Year Report and beginning of the next year's Analysis of Variance reporting. As mentioned above, long term strategies should only be modified or removed with good reason.

Targeted strategies

Each year's targeted strategies are reviewed and refined from the start of Term 4 the previous year (see the orange bar in the timeline). Once strategies are allocated to each focus or foci area(s), specific success criteria or outcomes are developed to assess the success and effectiveness of each strategy (see below).

Allocation of reporting

Each strategy has been allocated a staff member or a committee to report termly on the progress of each strategy. This ensures a staff-wide ownership of the strategic planning process. The progress tracking is recorded on a separate collaborative document. The structure of that document is based on the 'Strategies and Initiatives' section below.

These progress reports are then summarised by the principal and presented to the Board, also termly.

End of year report

The end of year report requires sufficient information to be used as the foundation for all of the data required for the Analysis of Variance - with the exception of external (examination) NCEA data.

Strategic Plan: Strategies and Initiatives

The following table summarises the strategies employed to address the three focus areas. This is a summary of the much larger Reporting Document that is updated quarterly. Abbreviations used in this report are PC - Pastoral Committee, CC - Curriculum Committee, PB4L - PB4L Leads, KA - Kāhui Ako Leads, SLT - Senior Leadership Team, and teacher (three letter code e.g. ABc)

Focus Areas	Strategy or Programme	Description	Targeted outcome	Reporting
Wellbeing	Staff Wellbeing monitoring	Staff wellbeing is an increasing priority since the continual upheavals of COVID.	<input type="checkbox"/> Fireside chats (one-to-one discussions) with teaching staff <input type="checkbox"/> Staff access to EAP Services	JRe
	Student Wellbeing monitoring	As a nation, student wellbeing is of the highest importance. Monitoring and responding to challenges to student wellbeing is critical in addressing concerns early.	<input type="checkbox"/> NZCER wellbeing survey <input type="checkbox"/> SWAN wellbeing updates <input type="checkbox"/> Ongoing wellbeing focus in pastoral committee meetings	SLT, PC
	Health Curriculum	The PE department has identified the need for a more robust Health component as part of their delivery.	<input type="checkbox"/> Timetabled Health classes 2022 <input type="checkbox"/> Updated health curriculum delivery plan	KCa
	School Promotions	Acknowledgement of the outstanding participation rates and achievements of our students and staff has been identified as a priority.	<input type="checkbox"/> Publicity time allocation to staff	JRe
	SWAN Register	Continued development, revision and refreshing of our Students With Additional Needs (SWAN) register (and associated Learning Support Profile) is a high priority, long-term strategy in assisting staff in meeting the specific needs of each student.	<input type="checkbox"/> Staff meeting time allocated to collaboratively refreshing and promotion of content.	DDo
	Behavioural Plan	Part of the PB4L process, our new Behavioural Plan requires refining and embedding school-wide.	<input type="checkbox"/> Staff meeting focus <input type="checkbox"/> Plan modified and updated to meet variety of locations/events	PB4L
	Transition (Kāhui)	Our Kāhui Ako has identified Transition as an Achievement Challenge. The College commits itself to supporting this target, especially the year 6 to year 7 transition, and the	<input type="checkbox"/> To be determined	KA

		transition of senior students out of school.		
	Vocational Pathways	With a significant shift of students choosing Vocational Pathways since the rise of COVID, additional efforts have been required to support the greater demand.	<input type="checkbox"/> Address as part of the Timetable Review <input type="checkbox"/> Determine requirements for additional resourcing and pathways	JRe, KCI
	Digital Curriculum	Continue to monitor the current implementation of the Digital curriculum .	<input type="checkbox"/> Promotion of Computational Thinking school-wide <input type="checkbox"/> Support DDDO within the technology department <input type="checkbox"/> Support eLearning school-wide	DDo
	eLearning	Continue to monitor the effective use of digital tools for learning (established during the implementation of BYOD).	<input type="checkbox"/> SWOT analysis of BYOD and response <input type="checkbox"/> BYOD committee to replace out-going DT committee	DDo
	Timetable Review	Review the process of building the next year's timetable. A proactive approach to subjects, pathways, option lines and structure.	<input type="checkbox"/> Assemble timetable committee with the aim of strategically approaching : <ul style="list-style-type: none"> <input type="checkbox"/> Which subjects run each year <input type="checkbox"/> Option lines <input type="checkbox"/> Structure of the day <input type="checkbox"/> Clear pathways - vocational and academic 	SLT
	Literacy Strategies	Utilise the Better Start literacy and Structured Literacy programmes to support our learners.	<input type="checkbox"/> Better Start Literacy training (kāhui based) <input type="checkbox"/> Structured Literacy strategies incorporated and shared	DDo, ATa
Achievement	Numeracy Strategies	Continue support of the ALiM programme.	<input type="checkbox"/> Continued participation in the ALiM programme <input type="checkbox"/> Assess effectiveness	DDo, SFo
	NCEA Review	As the introduction of the new NCEA level 1 standards draws near, upcoming programme and course changes need to be prepared for.	<input type="checkbox"/> Use Accord Days to build networks across learning areas <input type="checkbox"/> Draft courses developed that incorporate the new standards across all learning areas	DDo
	Professional Growth Cycles	Professional Growth Cycles have replaced current appraisal systems. A transparent and well understood system needs to be developed to ensure a successful and valued transition.	<input type="checkbox"/> PGC processes to be developed that provide sufficient attestation data.	JRe
	Endorsement	Although our NCEA pass rates are outstanding, our	<input type="checkbox"/> Endorsement rate growth goals set across all Learning	DDo, CC

	Monitoring	endorsement rate need to improve to match. Each Learning Area is challenged to grow their level 1-3 endorsement rates from the previous year's data.	Areas - based on improving on the previous year's rates.	
	NCEA Achievement Monitoring	Although our NCEA pass rates are outstanding, each department is challenged to grow their level 1-3 pass rates (where possible) from the previous year's data.	<input type="checkbox"/> Achievement rate growth goals set across all Learning Areas - based on improving on the previous year's rates	DDo, CC
	Student Growth Goals	This student achievement goal again aims at challenging each Learning Area to look at their previous year's Year 7 to 10 achievement data and develop the appropriate measure of positive shift in student results.	<input type="checkbox"/> Sub-level shift data improves upon the year before - specific to each learning area. <input type="checkbox"/> The movement of priority learners exceeds that of previous year's - specific to each learning area.	DDo, CC
	Local Curriculum	The Local Curriculum initiative looks to make the curriculum more relevant to local learners. This is being supported by Kāhui projects.	<input type="checkbox"/> To be determined	KA, JRe
	Property 10YPP	Classroom and changing room upgrades are part of the next 5YA project allocations. These are to be aligned with the specific needs to students and staff of these learning areas	<input type="checkbox"/> Staff consultation <input type="checkbox"/> Project development and refinement	SNe
	Tikanga Māori	Ongoing embedding functional knowledge and protocols around tikanga Māori into the working life of the school.	<input type="checkbox"/> Staff kapa <input type="checkbox"/> Te ahu o te reo Maori - participants	JRe, RLi
	Ka Hikitia	Use of the Ka Hikitia – Ka Hāpaitia Māori Education Strategy as a platform for kāhui ako wide review of practice.	<input type="checkbox"/> Use within kāhui leadership as a strategic planning tool <input type="checkbox"/> Introduction to College staff	KA, JRe
Culture	Te reo Māori	Ongoing embedding functional knowledge and use of te reo Māori into the working life of the school.	<input type="checkbox"/> Staff kapa <input type="checkbox"/> Te ahu o te reo Maori - participants	JRe, RLi
	Whānau relationships	Ongoing focus on improving feedback and communication with parents and community. Also see the related School Promotions strategy.	<input type="checkbox"/> Collect feedback from community consultation <input type="checkbox"/> Publication of response to feedback	JRe
	Inclusivity	As part of our celebration of student individuality and diversity, the need has been identified to support students	<input type="checkbox"/> Gather feedback from small, potentially isolated peer groups	PC

		who may feel isolated from the current culture of the school. Isolating effects may include social, gifted or sexuality differences	<input type="checkbox"/> Add comments to SWAN (wellbeing) register <input type="checkbox"/> Engineer inclusive activities	
	School Values	As part of the PB4L framework, we have a current priority of embedding our new set of school values. Part of this process involves the use of values in discussions, formal lessons on the values, and acknowledgement of use.	<input type="checkbox"/> Ongoing values lessons <input type="checkbox"/> Gather feedback to assess effectiveness of this format <input type="checkbox"/> Continued staff focus and commitment to acknowledgement system	PB4L
	Māori Identity (Wānanga)	The Ministry funded resource provided by Karati Metcalfe for Twizel, Maniototo and Mackenzie schools - a primary aim of which is to establish cultural identity as Māori for our rangatahi.	<input type="checkbox"/> Support and promotion of four annual Wānanga <input type="checkbox"/> Hosting of wānanga <input type="checkbox"/> Active in planning	RLi, JRe
	Enviroschools	The aim is to formally align ourselves with the commitment made by other Enviroschools in our district. The enviroschool framework will be utilised in conjunction with our current Environment Committee structure.	<input type="checkbox"/> Formally join Enviroschools <input type="checkbox"/> Enviroschool goals to be determined	KCI
	Breakfast Club	With the identification of the need for a healthy start to the day, we have decided on a model with a two-fold objective: <ul style="list-style-type: none"> • Provide health breakfasts • Build positive relationships with peers and staff 	<input type="checkbox"/> Source funding <input type="checkbox"/> Build the framework (staffing etc) <input type="checkbox"/> Initiate - term 3	PC, KLe
	COVID Recovery	The ongoing and evolving impact of COVID upon our community needs to be addressed proactively as well as reacting to identified needs. We are engaged with community support groups as well as having an internal monitoring systems.	<input type="checkbox"/> Attend district CRAG meetings <input type="checkbox"/> Support youth CRAG discussions <input type="checkbox"/> Maintain a modified hauora hub focus in pastoral committee meetings	JRe
	Wellbeing (Kāhui)	Wellbeing is an achievement challenge focus of our Kāhui Ako. The College has made a commitment to support the outcomes and strategies employed district-wide.	<input type="checkbox"/> To be determined	KA
	Restorative Practice	Restorative practices training has been identified as the next logical step in the positive behaviour programme.	<input type="checkbox"/> Seek funding (if possible) <input type="checkbox"/> Book training for small groups	SLT

			<input type="checkbox"/> Plan for whole-school training	
	External Agencies	External expertise is essential for all schools to gain access to specialist and timely support. In a rural, isolated location sourcing this support can be difficult or infrequent. Our aim is to reduce the need for locals to travel to gain equitable support to urban schools.	<input type="checkbox"/> Assess our database of external support agencies - identify gaps and address if possible <input type="checkbox"/> Engage in conversations re <ul style="list-style-type: none"> <input type="checkbox"/> Bringing frequent support/consultations to the Mackenzie <input type="checkbox"/> Establish services within the district 	SLT
Wellbeing	External Programmes	Wellbeing support via external programmes is seen to be a highly effective delivery mechanism in rural areas. Students and parents value the input by specialists on targeted topics such as cybersafety, mental health, parenting support, positive relationships and driver safety.	<input type="checkbox"/> Resource and deliver school and community based guest speakers on targeted topics (see description)	SLT

Supporting Information

Board of Trustees

Mr Andrew Anderson (Chair)
Mr Alistair Hay
Mrs Jo Hurst
Mr Hamish Johnson
Mr Scott Harris
Mr Hamish O'Connor (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 2020, the school received total Kiwisport funding of \$3852.64 (excl GST). The funding was spent on the Sports Coordinator salary.

Financial Statement

The following documents are included as a separate Adobe Acrobat file submitted via the Ministry Data Portal when made available by the school's auditors:

- Statement of Financial Responsibility
- Audited Financial Statements
- Independent Auditors Report

Upon completion, the current Audited Financial Statements will be available to the public from the Mackenzie College resources page: <https://mackcollege.school.nz/resources/>



MĀNAĀKITANGA
MANAAKITANGA



ASPIRE
WAWATA



GRIT
NIWHA



INTEGRITY
TIKA



CREATIVITY
AUAHA