



**Southern Cross Campus
Mangere, Auckland**

Confirmed

Education Review Report

Education Review Report

Southern Cross Campus

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

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

Southern Cross Campus in the Auckland suburb of Mangere provides a very good standard of education. The campus consists of the junior school for students in Years 1 to 6 and the college for Years 7 to 13 students. Most students have Pacific cultural heritage and sixteen percent are Māori.

The campus vision is of students, staff, trustees and the community working together to promote student success. The four guiding values of respect, relationships, responsibility and resilience are known by students and are evident in the inclusive, respectful learning environment. There are two on-site satellite classes for students with high learning needs. These classes are managed by Sir Keith Park School.

A purpose-built facility was opened in 2015 for the Trades Academy programme. The principal and the board are continuing to work with the Ministry of Education to phase in a new building plan over the next two years.

The 2012 ERO report noted the high expectations held for student success, and the professional leadership of the senior management team. The report also noted the strength of the school's partnership approach in meeting the needs of students and parents of many diverse cultures. These positive features continue to be highly evident. Good progress has been made in further promoting student-led learning and achievement.

2 Learning

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

The board, campus leaders, teachers and students make very good use of achievement information. As a result, there is a sustained and upward trend in student achievement across the campus. The 2014 National Certificates of Educational Achievement (NCEA) results show that Level 2 achievement is now close to national averages and is higher than similar types of schools. Pacific student achievement is higher than national Pacific achievement at Levels 2 and 3. Māori achievement in NCEA Levels 1, 2 and 3 are now higher than Māori achievement levels nationally.

Throughout the campus there is good evidence of a commitment and collective responsibility for raising student achievement. Student progress is closely monitored by teachers and school leaders. Achievement information and knowledge of individual students is usefully shared between teachers in the junior school and the college to support students' transition across the campus.

Year 1 to 8 achievement information indicates that while students are achieving below national levels there has been good improvement over the past three years, particularly in mathematics. Professional learning for teachers is appropriately focused on raising students' literacy and mathematics achievement. Achievement information in literacy and mathematics at Years 9 and 10 is well analysed. Targeted learning support for students achieving below expectations promotes accelerated progress.

Analysed assessment data is used by leaders and teachers in their inquiries about how to best support student progress. Learning programmes are tailored carefully to address identified gaps in students' learning. Achievement information is regularly displayed to generate staff conversation and it is shared with students both individually and collectively within the junior school and college.

From their early years in the junior school, students can talk knowledgeably about their achievement and their next learning steps. The increasing use of academic counselling in the college continues to benefit students and encourages them to talk with staff about goal setting and pathways to tertiary study and future employment.

Students with special learning needs benefit from an inclusive culture and staff who take particular interest in their engagement and progress. Relevant programmes and support is provided, and student progress is closely monitored. Regular evaluation is used to help ensure the effectiveness of these strategies.

The campus provides extensive provision for students' wellbeing. Links between academic counselling and pastoral care have been strengthened. Restorative practices support students' self-management skills and successful engagement in learning. As a result, students are becoming confident, respectful, resilient learners and citizens.

3 Curriculum

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

The curriculum across the campus is successfully supporting students to engage, learn and achieve. The board's key goal of promoting student success has guided curriculum developments for several years. The overarching focus for development has been on encouraging students to take a greater role in leading their own learning.

Students benefit from an inclusive, culturally responsive campus culture. Leaders and teachers have a strong belief in student potential, and respect for students as capable learners. They work responsively with students and provide contexts for learning that align to students' prior learning, cultures and experiences.

The campus curriculum reflects the principles and values of *The New Zealand Curriculum* (NZC). Students are learning skills and knowledge to help them become "confident, connected, actively involved, lifelong learners". They gain understanding of how to be successful learners. Students are taught cooperative learning skills and the concept of ako is promoted to help students learn with and from each other. Students also have many opportunities to take leadership roles throughout their years at the campus.

Students benefit from consistent expectations for their learning and behaviour across the campus. Leaders and teachers continue to develop continuity of curriculum and teaching practices that support students as they transition through Years 7 to 11. Teaching programmes are influenced by both primary and college professional learning initiatives.

Curriculum leadership is very effective. Teachers participate in regular professional discussions about curriculum effectiveness. They are encouraged to adapt the curriculum and teaching practices to meet students' diverse learning needs and interests. Ongoing evaluation helps ensure that new initiatives impact positively on student learning.

The senior college curriculum has been thoughtfully expanded to provide a greater range of subjects and learning pathways for students. These include trades academy courses and vocational pathway options. These pathways are supported by career advice and opportunities for work exploration. This supports students to gain meaningful qualifications and achieve their learning and career goals.

Appropriate professional learning for leaders and teachers has a positive impact on the curriculum and on students' learning experiences. External professional learning opportunities are complemented by capable campus staff guiding teaching and curriculum developments.

Campus leaders have identified appropriate priorities for continued curriculum development that include priorities for extending:

- student agency, thinking skills and creativity
- problem solving in learning and life
- e-learning in curriculum programmes
- home/school learning partnerships.

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

Campus leaders continue to promote and strategically plan for Māori students' educational success. Annual targets are set at each year level to raise Māori student achievement. As a result, Māori achievement is steadily increasing in NCEA Levels 1 and 2.

Māori students appreciate the positive relationships with teachers that promote whānaungatanga, manaakitanga and aroha. Students have opportunities to participate in kapa haka and in the College the Ki-o-Rahi-Tonga Tākaro Māori student sports tournament.

Te reo Māori is taught in the college and is integrated in junior school programmes. College students have opportunities to take Level 1 and 2 NCEA courses in te reo Māori. Leaders plan to extend opportunities for students to learn te reo Māori.

Curriculum and teaching are being increasingly aligned with tikanga Māori. Campus leaders and teachers make good use of Ministry of Education resources, *Ka Hikitia - Accelerating Success 2013 – 2017* and *Tātaiako - Cultural Competencies for Teachers of Māori Learners*, to guide culturally responsive teaching practices. College teachers are currently participating in professional learning through Kia Eke Panuku. This initiative is having a positive impact on student engagement and learning.

Māori whānau can participate and contribute in several forums for consultation and partnership. College pānui recognise the many ways that Māori students enjoy success and celebrate their culture and identity as Māori.

4 Sustainable Performance

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

Southern Cross Campus is very well placed to sustain and continue improving its current effective practices. The board has set relevant strategic directions and aims for the campus. Progress against these aims is continually reviewed and reported to the board.

The campus benefits from the principal's strategic leadership, supported by the college and junior school directors. The highly effective leadership of this senior team is characterised by clear expectations of teachers and leaders, robust and coherent systems, and the regular evaluation of the effectiveness of practices and initiatives. Evaluation is strongly evidence-based and focused on identifying the impacts on student learning. Student perspectives are valued and used as part of review and planning throughout the campus.

Senior leaders work collaboratively with staff to maintain professional, trusting relationships and to promote a collective responsibility for students' educational success and wellbeing. Teachers and leaders respond well to challenge. They are solution-focused and adapt practices to achieve better outcomes for students.

Change management is well paced. Campus leaders have built and maintained teacher and community confidence and understanding about shifts in teaching towards student led learning. Leaders keep up to date with current and relevant educational research. They value learning from the experiences of other schools and they carefully consider implications for the campus.

The principal and senior leaders, together with the board, have continued to build leadership and teaching capacity across the campus. The effectiveness of teaching has been lifted through leaders' high expectations and sound curriculum process and systems. Appraisal processes are robust and focus on improving teaching practice to promote student success.

Effective stewardship is a feature of the campus. Leaders, trustees and staff undertake their responsibilities with commitment, generosity and care. The school is advantaged by business and community partnerships. Class trips and curriculum initiatives are funded and actively supported by community organisations and individuals who have a special interest in the campus.

Leaders and teachers continue to encourage parent/whānau involvement. Opportunities to participate and contribute include regular surveys, hui and fono, home-school partnerships, and cultural, arts and sports events. Teachers share strategies with parents to help them support their children's learning at home. Families take a valued role in celebrating the home languages that are a particular feature of the Campus.

The board's governance is effective and reflects the campus aims, vision and values. Trustees' strong community knowledge supports the work of the board. They are well informed about student progress and achievement and campus developments. Legislative requirements are well monitored. Two trustees from the Southern Cross Foundation have been co-opted on to the board. They provide considerable expertise and knowledge that benefits the students.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Students benefit from an inclusive and culturally responsive campus environment. Extensive pastoral care systems support student wellbeing, and teaching and learning practices encourage positive engagement in learning. Leaders, trustees and staff undertake their responsibilities with commitment, generosity and care. They believe in students' potential to succeed.

ERO is likely to carry out the next review in four-to-five years.



Graham Randell
Deputy Chief Review Officer Northern

16 November 2015

About the School

Location	Mangere, Auckland	
Ministry of Education profile number	452	
School type	Composite (Years 1 to 15)	
School roll	1544	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	Māori Tongan Samoan Cook Island Māori Niue South East Asian Fijian Tokelauan other	16% 33% 30% 12% 4% 2% 1% 1% 1%
Special Features	Host to classes from Sir Keith Park School Host school for Resource Teachers: Learning and Behaviour	
Review team on site	September 2015	
Date of this report	16 November 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	September 2012 December 2009 August 2006