

18 May 2009

To the Parents and Community of Mākōura College

These are the findings of the Education Review Office's latest report on **Mākōura College**.

Mākōura College is a small, co-educational state secondary school located in the Wairarapa town of Masterton. Fifty one percent of the students are Māori predominately from the Ngati Kahungunu and Rangitane iwi. At the time of this review, in March 2009, the school had a roll of 242 students. There is an attached Teen Parent Unit that was not evaluated during this review.

An ERO review in October 2004 identified significant issues at the college. A supplementary review in November 2006 was undertaken to determine how effectively the Board of Trustees had addressed concerns. The 2006 review noted useful progress but identified further matters to be addressed. Following the resignation of the board in July 2008 a commissioner was appointed. A new principal took up the school leadership at the start of the 2009 school year.

The principal articulates a clear vision for Mākōura College and how it can serve the college's whānau. He is strengthening links with the community, including Māori. The recently introduced 'responsibility behaviour' model and waka huia programme are intended to develop students as successful, self-assured and responsible learners.

Students are friendly, confident in their interactions with adults and welcoming of visitors. They are provided with the opportunity to participate in a good range of sporting and cultural activities. Senior students who spoke with ERO expressed pride in their school.

The college has provided teachers with extensive opportunities to participate in useful professional development to enhance practice in literacy and behaviour management. They demonstrate a commitment to developing their performance in these areas. Across the classrooms observed, teachers consistently maintain a positive and calm approach, affirming students' good work and behaviour. They model the type of interactions they want students to develop.

In year 9 classes, where routines and expectations are not yet well established, the focus on learning is interrupted. There is a need to continue current collaborative efforts to overcome behavioural difficulties and allow all students to develop as confident and competent learners. Some teachers use a variety of effective approaches that engage students in learning. ERO has identified the need to extend the range of teaching strategies in classrooms at all levels to provide better