

# ACG Senior College Private School Education Review

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On the basis of the information obtained during the review, ERO considers that ACG Senior College meets the criteria for registration as a private school set out in the Education Act 1989.

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# 1 Background

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

Section 35I of the Education Act 1989, requires the Education Review Office (ERO) to review fully registered private schools, and to report to the Ministry of Education on whether each school continues to meet the criteria for full registration.

This review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

## 2 Criteria for Registration

ACG Senior College in central Auckland is a private school owned and managed by the Academic Colleges Group (ACG). The college continues to provide high quality pre-university education for secondary students in Years 11 to 13. Students have opportunities to gain academic qualifications through Cambridge International Examinations (CIE), in National Certificates of Educational Achievement (NCEA) and in some University of Auckland papers.

The school continues to achieve many outstanding results in CIE and NCEA Scholarship examinations. Academic excellence and achievement are highly valued and student success is acknowledged and celebrated. Students are challenged and supported to achieve at the highest levels. Parents are involved in making decisions about their sons' or daughters' learning and regularly receive very good information about their achievement and progress.

Students experience a broad curriculum that is designed in response to their strengths, interests and needs. Alongside its strong core academic programme, the school has continued to expand teaching programmes to include art and textiles, classical studies, Chinese, global perspectives and independent research. Students have opportunities to utilise resources and expertise from local universities, libraries and art galleries to enhance their learning. Further opportunities are available for students to participate in overseas learning experiences.

Students are highly engaged in learning and are motivated to achieve and succeed. High expectations for attendance and punctuality, coupled with longer class periods than usual, maximise student learning time. Respecting the individuality of each student is integral to the school's philosophy. Students appreciate the co-operative and mutually respectful relationships they have with their teachers and with each other. They are trusted as young adults and developed as future leaders. A strong pastoral care network appropriately supports students' emotional safety.

The principal is a strong professional leader who is well respected throughout the school. Teachers are experienced subject specialists and promote high level thinking and critique. They are dedicated, motivating, and have a passion for their subject. Teachers are very well supported by local and international professional learning opportunities. The ACG appraisal system encourages teachers to reflect on their own performance and extend their professional practice.

Good quality equipment and resources support teaching and learning programmes throughout the school. Effective management of the premises ensures that the building is attractive, well maintained and functional. High quality displays of student artwork continue to feature in the school and are a source of pride for students and staff.

The school's managers have attested that they comply with the provisions of section 35G in respect to their being fit and proper persons to manage the school.

### 3 Other Statutory Obligations

There are good systems in place for the school's managing body to be assured that its other statutory obligations are met.

## 4 Other Matters

### Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 28F of the Education Act 1989. At the time of this review there were 49 international students attending the school. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

ACG Senior College continues to provide schooling for international students in Years 11 to 13. Most students have previously enrolled in other New Zealand schools and enter the college with sufficient English language skills. Since the 2008 ERO review an integration class has been provided to support international students whose English language is not as strong as that of other students. This class supports students to gain the literacy requirements for tertiary study at New Zealand universities.

The College has well developed policies and procedures and provides high quality pastoral care for international students. These students are well supported. Good communication systems with home-stay carers, parents and teachers assist students to achieve their learning goals.

## 5 Conclusion

On the basis of the information obtained during the review, ERO considers that ACG Senior College meets the criteria for registration as a private school set out in the Education Act 1989.

Richard Thornton  
National Manager Review Services  
Northern Region

18 November 2011

## About the School

Location	Auckland City	
Ministry of Education profile number	1605	
School type	Private Secondary School (Years 9 to 15)	
Decile [ 1]	10	
School roll	300	
Number of international students	49	
Gender composition	Girls 55% Boys 45%	
Ethnic composition	NZ/European/Pākehā 49% Māori 1% Chinese 14% Korean 7% British/Irish 4% Indian 4% other Asian 6% other European 7% other 8%	
Review team on site	September 2011	
Date of this report	18 November 2011	
Most recent ERO report(s)	Private School Review	June 2008
	Private School Review	March 2005
	Private School Review	January 2002

### [1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state

and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.