

Golden Bay High School Education Review

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About the School

Location	Takaka	
Ministry of Education profile number	292	
School type	Co-educational Secondary School (Years 7 to 15)	
School roll	299	
Gender composition	Male 56%, Female 44%	
International students	3	
Ethnic composition	NZ European/Pākehā	86%
	Māori	12%
	Other ethnic groups	2%
Review team on site	October 2013	
Date of this report	14 January 2014	
Most recent ERO report(s)	Education Review	August 2010
	Education Review	December 2006
	Education Review	May 2004

The Purpose of an ERO Report

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.

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1 Context

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

Golden Bay High School is a rural, co-educational school in Takaka for Years 7 to 15 students. The school has a current roll of 299 students and 12% are Māori.

As part of the community it shares facilities with local groups. There are well-established links to iwi and business organisations. Two new deputy principals were appointed in 2013.

High levels of pride in the school and whanaungatanga are evident, along with a positive, calm, inclusive school climate.

The school has an established diploma programme for students in Years 9 and 10, to provide an incentive for these students to develop good work habits and self-management skills.

Progress in addressing several strategic goals has been hampered by events outside the school's immediate control. The impacts continue of flooding and the demolition and reconstruction of a large class room block found to be a high earthquake risk.

The board of trustees is in the process of analysing the outcomes of a recently completed major community consultation.

2 Learning

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

Teachers use classroom achievement information to establish class levels, determine academic progress and identify individuals who require additional support.

Data from standardised assessment tools, internal tests and ongoing observations are used by teachers to make overall assessments of students' achievement and progress. It is not clear how assessments are moderated to ensure consistent, reliable judgements across class groups.

School-wide targets to raise student achievement are appropriate, but should be more specific for Years 7 and 8 in mathematics. The progress of students causing concern is reported to trustees, but it is not clear how progress is monitored as the year proceeds.

Reporting to the board about literacy and numeracy achievement in 2013 for students in Years 7 to 10 has been delayed. Senior leaders recognise there is an urgent need to deal with this so that legislative obligations to report student progress and achievement to trustees are met.

Reports to parents of students in Years 7 and 8 do not directly refer to the National Standards. They do not consistently note each student's next learning steps or how parents can help their children at home. Senior leaders are aware they must change the format of these reports to ensure this information is included by the end of the year.

School targets for achievement in the National Certificates of Educational Achievement (NCEAs) were met or exceeded in 2012 at NCEA Levels 1 and 2. The percentage of all students, including Māori students, gaining NCEA at Level 1 and 2 is above national comparisons and comparable to national figures at Level 3. Teachers provide strong support to extend and challenge gifted and talented students, leading to historically high merit and excellent endorsements particularly at Level 2.

The quality and rigour of internal moderation of NCEA assessments remains an issue and a challenge. A moderation day is planned for late 2013 to address this. The principal is developing a reporting template to improve the quality of departmental reports to trustees so that they include documented recommendations for future action in relation to NCEA.

In classrooms, students are generally well engaged and focused on learning. They are confident to ask questions and willingly contribute to learning discussions. Interactions

between teachers and students are positive, friendly and respectful.

Students have a broad range of opportunities to achieve in a variety of academic, sporting and cultural contexts and to develop leadership. Their successes are celebrated by the school and wider community.

Community support extends learning opportunities for students. Year 9 mentoring, Gateway programmes, marae visits and work experience contribute to positive relationships between the school, community and students.

In 2012, around 90% of students remained at school beyond their 17th birthday.

3 Curriculum

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

The August 2010 ERO report identified that school leaders and teachers should plan, implement and monitor changes to further develop the school's curriculum.

Since then English, mathematics and the arts have been reviewed. A manageable programme for the review of other curriculum areas has been set up and further reviews are underway.

Completed curriculum documentation is now aligned with the school vision and values statements. It includes guiding principles that underpin school practices and agreed expectations for use of assessment. A planned next step is to include expectations for teaching and learning, and align department and teacher appraisal goals with the school's strategic goals.

ERO observed a range of effective teaching strategies being used. Managers and heads of departments have identified a need to develop a common approach to using research across the curriculum and inquiry learning processes.

Trustees and managers have made the curriculum responsive to student interests and needs following consultation with families about aspirations for their children. This includes a vocational approach. Te reo Māori and European languages are included. Pōwhiri and events such as marae visits are part of a strong bicultural programme. Aquaculture and increased opportunities in the performing arts are to be introduced in 2014. The Gateway programme has become a specific subject.

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

Across all levels of the school Maori student achievement has remained high.

A review of Māori student achievement has begun in 2013. A staff meeting to define what success for Māori as Māori means to the team has taken place. This included discussion of: Ka Hikitia, the Ministry of Education's strategy for Māori education, and Tataiako: Competencies for Teachers of Māori Learners; initiatives to raise the achievement of Māori students as Māori; and the need to improve the cultural competencies for teachers of Māori learners. ERO considers it is important that the completed plan is implemented as soon as possible.

A group of staff support Māori students in a range of ways. An identified next step is to

deliberately and strategically use Māori student potential for ongoing acceleration of achievement for Māori as Māori.

A mana whenua representative on the board helps ensure that the school's clear focus on te ao Māori is maintained. Strong relationships exist with local iwi and the Māori community.

4 Sustainable Performance

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

The new board of trustees is strongly committed to effective governance and demonstrates a consultative approach. School leaders and trustees seek and value student opinions as part of their decision making. Board members have recently undertaken professional development to increase knowledge of their roles and responsibilities.

Strong pastoral care provision supports student wellbeing and engagement. Well-established systems and structures sustain highly collaborative approaches to well-coordinated pastoral strategies.

Strategic and annual plans provide a strong base for monitoring progress against school goals. Consistent, regular, planned review and teacher inquiry have been strengthened since 2010.

This process should be further refined and used more consistently. Trustees and the senior leadership team have identified that future reviews will take into account student achievement and information from consultation.

The new senior leadership team is focused on building middle management capability and widening leadership through a focus on strategic goals. A new appraisal system has been implemented in 2013. This follows the trial of teaching as inquiry in the English department, designed to bring a development focus to appraisal and build teaching practice.

A common understanding of teaching as inquiry should be established and used for all curriculum areas as soon as possible. The high levels of capability within the staff should allow for considerable school-based leadership of professional development and support its alignment with strategic goals.

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 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code. There are three international students in 2013.

ERO's investigations confirmed that the school's self-review process for international students is robust.

The school provides international students with appropriate pastoral support and guidance. The executive officer and a deputy principal have joint responsibility for the students, who

participate in full academic programmes and school activities. Regular opportunities are available to discuss pastoral needs with staff. Staff responsible for international students, monitor their education and care and report annually to the board. The school is responsive to any concerns raised by 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.

ERO has identified an area of non compliance. Reports to parents of Years 7 and 8 students do not specifically refer to the National Standards.

In order to address this the board of trustees, through the principal and teachers, must:

- Report to parents and students on progress and achievement in relation to the National Standards for reading, writing and mathematics, in writing in plain language at least twice a year.

[National Administrative Guidelines 2A (a)]

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.

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