



**Education Review Office**  
Te Tari Arotake Mātauranga

**Golden Bay High School**  
**Golden Bay**

**Confirmed**

**Education Review Report**

# Education Review Report

## Golden Bay High School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

## Findings

### 1 Background and Context

#### What is the background and context for this school's review?

Golden Bay High School is a coeducational school providing education for Years 7 to 13 in the Golden Bay area. The current roll is 359 and approximately 14% of students identify as Māori.

The 2017 ERO review identified areas of strength and several areas of serious concern, including governance, leadership, relational trust, staff wellbeing and compliance. An early return to the school by ERO was identified as a review outcome. At the time of the 2017 report the principal was on leave and the deputy principal was acting principal. Following the review the Board requested assistance from the Ministry of Education and a Limited Statutory Manager was appointed. The principal resigned later in 2017 and a new principal began in 2018.

ERO worked with the new principal and board to establish the key improvement priorities for the school and has monitored the school against these. The Limited Statutory Manager ceased her involvement with the school in October 2018.

The board and principal have taken a well-considered and carefully-structured approach to addressing the priority areas. Key to this has been an unrelenting focus on improvement, prioritising what is most important, open communication and consultation with staff, students and the community, and transparency of expectations.

### 2 Review and Development

#### How effectively is the school addressing its priorities for review and development?

##### Relational Trust

###### Progress:

The principal, board and senior management have focused collaboratively on building relational trust within the school and with the wider community, including local iwi. Significant progress has been made. Transparent, honest communication and consultation with all groups has considerably improved internal and external relationships and has established shared understandings. Ongoing and sustainable improvement is evident in relationships with both the staff and the community and is supported by effective, documented processes and practices.

### **Next Steps:**

The board and leaders should:

- continue to build the leadership capability and capacity of senior and middle leaders
- ensure future developments and initiatives appropriately involve communities both within and outside the school
- continue to ensure that roles and responsibilities of leaders and staff are clearly understood.

### **Governance**

#### **Progress:**

The LSM worked with the board until October 2018, at which time it was considered that the board had built the capability to self-govern. Trustees have continued to make significant progress in understanding their roles, responsibilities and the legislative and educational contexts within which the board operates. The board has established systems to ensure robust and useful reporting of all aspects of the school, including learning and wellbeing, compliance, and health and safety.

A comprehensive board manual has been developed to guide board operations.

#### **Next steps:**

To ensure sustainable improvement the board should:

- engage in regular board self-review
- continue to build an understanding of student outcome information and how this informs decision making
- continue to strengthen trustees' understanding of evaluation of all aspects of the school's operations, including strategic planning.

### **Staff Wellbeing**

#### **Progress:**

Good progress has been made in this area. Staff are regularly consulted and involved in decision making. Feedback to the senior leadership team and the board shows a significant improvement in staff morale and wellbeing. Staff report feeling supported personally and professionally. A strategically-targeted and systematic programme of professional learning is in place.

#### **Next Steps:**

In order to embed the progress made to date the board and leaders should continue to:

- closely monitor staff wellbeing
- involve staff in school processes and decision making
- ensure that staff are able to see that their voice is valued and listened to through effective feedback
- support staff professionally through targeted professional development opportunities and meaningful appraisal.

### **Other progress:**

The school's vision and values have been reviewed, with input from students, staff, local iwi and the community.

#### Compliance:

- a comprehensive health and safety manual and board monitoring system have been developed
- all aspects regarding international students are now compliant
- a fully compliant appraisal system is in place.

#### Achievement:

- systems to track and monitor students whose learning is at risk have been strengthened
- improved schoolwide systems are enabling more effective tracking of achievement and monitoring of wellbeing and attendance.

### **Key next steps:**

A culture of reflection and review has begun to be established, but an evaluative approach to all aspects of school operations is yet to be fully developed and embedded.

The school has begun to build reciprocal relationships with local iwi. This needs to be further developed to strengthen the school's commitment to, and embedding of, bicultural partnerships, understanding and practices.

The school has begun to develop a framework for curriculum review. This now needs to be progressed in order to develop a curriculum and teaching and learning practices that will:

- enable all students to have a greater understanding and management of their own learning
- be responsive to individual abilities, needs and interests
- be culturally responsive
- enable all students to achieve positive learning outcomes.

## **3 Sustainable performance and self review**

### **How well placed is the school to sustain and continue to improve and review its performance?**

The school is well placed to sustain and continue to review and improve its performance. Improvement-focused planning, which is carefully prioritised, time framed, and supported by professional learning, is in place. A clear focus on learners is evident across the school and there are significantly improved systems to support learning and wellbeing. A deliberate building of leadership capability and capacity has established the foundation for empowering middle leaders to have a meaningful part in leading improvements in curriculum and teaching and learning.

## 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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

## Conclusion

On the basis of the findings of this review, ERO 's overall evaluation judgement of Golden Bay High School's performance in achieving valued outcomes for its students is:

Well placed [ERO's Framework: Overall School Performance is available on ERO's website](#).



Lesley Patterson

Director Review and Improvement Services Southern  
Southern Region

18 July 2019

## About the School

Location	Golden Bay	
Ministry of Education profile number	292	
School type	Secondary (Years 7 to 13)	
School roll	359	
Gender composition	Female: 49%, Male 51%	
Ethnic composition	NZ European/Pākehā Māori Other	75% 14% 11%
Review team on site	June 2019	
Date of this report	18 July 2019	
Most recent ERO report(s)	Education Review Education Review Education Review	June 2017 January 2014 August 2010