



**EDUCATION REVIEW REPORT:
HAVELOCK NORTH HIGH SCHOOL**

OCTOBER 2004

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School Statement

Prior to the review ERO offers schools the opportunity to provide some background in the form of the school's location and context, significant achievements since the last review, and issues being considered by the Board of Trustees.

The principal and board of trustees have provided a statement to accompany this report. This is attached to the signed copy of the confirmed report sent to the board of trustees. If the school's statement is not attached and you would like a copy, please contact the school.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

1. About the School

Location	Havelock North	
Ministry of Education profile number	223	
School type	Secondary (Year 9–15)	
Decile rating ¹ [1]	8	
Teaching staff:		
Roll generated entitlement	68.01	
Other	10	
Number of teachers	78	
School roll	1093	
Number of foreign (fee-paying) students	23	
Gender composition	Female 571, Male 522	
Ethnic composition	New Zealand European/Pākehā 905, Māori 127, Other 61	
Review team on site	August 2004	
Date of this report	29 October 2004	
Previous ERO reports	Accountability Review 2001	September
	Effectiveness Review 1997	September
	Assurance Audit 1994	November
	Review Report	August 1992

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2. The Education Review Office (ERO) Evaluation

Havelock North High School is an urban co-educational school situated in Havelock North. Since the last review a new technology block has been constructed and the administration block and staff room have been recently refurbished.

This review investigated how effectively the school provides every student with the opportunity to succeed, improving Māori student achievement, provisions for foreign fee

¹[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

paying students and the impact of e-learning on the quality of teaching and learning. The review also investigated the safety of students.

Learning occurs in a student-centred environment. Students are well-prepared for future learning and the world of work through curriculum areas, such as technology, that promote problem solving and higher order thinking. Staff demonstrate high expectations for student success, behaviour and interactions. Classroom management is firmly focused on learning. A high level of interchange between students and teachers, and among students in classrooms is evident. The school offers an extensive range of sporting and cultural activities for students. A positive tone supports learning throughout the school.

High quality curriculum management by senior managers and heads of department is evident. A feature of the school is the degree, depth of knowledge and experience many teachers demonstrate in their particular learning area. This depth of understanding assists responsive teaching. Students receive well-planned learning programmes.

Students benefit from effective systems that support their learning and welfare. Those with special learning requirements receive programmes well tailored to meet their needs. Special needs students are integrated into all aspects of school life. Teachers effectively manage schoolwide student behaviour through a flexible, responsive system that is clear and understood by students. Strategies that sustain student cooperation and engagement minimise behaviour incidents. Student safety and wellbeing is paramount.

The staff-initiated Te Waka Awhina support group provides strong support for the needs of Māori students. It acts as their advocate to staff, senior managers and trustees. This group works in consultation with the school kaumatua to benefit Māori students.

Senior student achievement compares favourably with schools of a similar decile. Students are also achieving at a similar level to those from schools of the same decile across a range of other subjects in NCEA.

This report identifies some areas for further development. These include enhancing the consistency and quality of student achievement information at junior level to assist better quality self review. Also identified as areas of improvement are self-review processes and sharing high quality classroom practice evident in many classrooms. Staff demonstrate a growing awareness of how to better meet the needs of an increasingly diverse school population through extending the range of courses offered to students at senior level. ERO concurs with this as a priority.

The principal demonstrates strong leadership. He is well informed about school activities. He promotes a positive tone in the school through a consultative and collegial management style. The practice of rotating senior management roles provides a range of staff with opportunity to develop leadership skills.

Trustees capably govern the school. They demonstrate very good knowledge of their roles and responsibilities. They support the principal and staff in promoting the school's charter goals of providing students with a wide range of academic, sporting and cultural opportunities for individual excellence.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report. Therefore ERO will review the school again as part of the regular review cycle.

3. School Specific Priorities

The Focus of the Review

Before the review, the board of Havelock North High School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Havelock North High School.

ERO and the board have agreed on the following focus areas for the review:

- providing every student with the opportunity to succeed.

ERO's findings in these areas are set out below.

Providing Every Student with the Opportunity to Succeed

Background

The board and staff place high priority on providing every student with opportunities to succeed. Trustees consider that the wide range of curriculum, sporting and cultural choices cater well for students' individual needs and provide all students with opportunities for success. The board's recently revised charter goals identify improving student achievement for students at risk as a priority. Trustees see the quality of teaching, student support systems as being significant factors in student success and ERO concurs.

ERO therefore agreed to the board's request for an external evaluation of the effectiveness of its initiatives to promote success for all students.

Areas of good performance

Quality of teaching

- **School tone**
Learning occurs in a student-centred environment. School organisation focuses on providing optimum learning conditions to maximise achievement. Teachers assist students to develop their talents through full participation in school life. Respectful relationships between students and teachers are evident in almost all classrooms. High quality exchange of ideas between peers and with teachers feature in many learning situations. Students are encouraged to engage in academic debate and exploration within an environment of respect. Teachers use questions to promote strategic thinking. Students actively contribute to lessons. A positive tone supports learning throughout the school.
- **Classroom management**
Classroom management is firmly focused on learning. Students and teachers share the underlying understanding that Havelock North High School is a place of learning and

personal development. The pace of learning is appropriate and students spend most of their time engaged with activities. They demonstrate a clear understanding of school and classroom routines, and behavioural expectations. Their self-management skills are actively promoted. In almost all classes students positively engage with learning opportunities.

- Programme planning

High quality curriculum management by senior managers and heads of department is evident. An attribute of curriculum delivery is the clear relationship between planning documents and teaching across all essential learning areas. Classroom delivery closely correlates with clearly expressed departmental expectations. Students receive well-planned programmes.

Teachers adapt the curriculum and teaching strategies to meet the needs of individuals and groups of students in many classes. A feature of the school is the depth of knowledge and experience many teachers demonstrate in their particular essential learning area. This depth of understanding assists responsive teaching. Teachers respond effectively to students' discernible needs within lessons.

- Expectations for learning

Most teachers establish appropriate expectations for learning and share these with students. Some departments explicitly encourage students to set high personal goals as a result of ongoing assessment. In most essential learning areas students receive in-depth oral and written feedback. This regular specific and constructive feedback and feed forward contributes to students' next stage of learning.

Curriculum Opportunities

- Timetabling student subject choices

The school timetable structure is driven by student choices. They are fully consulted on their subject preferences. The timetable team construct a timetable that meets the wishes of the greatest possible number of students. Difficulties in accommodating students' requests are discussed with them individually, prior to the timetable being confirmed at the start of the year, to find a solution that caters for their best interests. Students' individual choices are well catered for by a student-centred timetable.

- Support for students in choosing subjects

Students receive significant support in making subject choices. House tutors discuss subject choices for the following year with their Year 9 and 10 students. To assist students choose their subjects for the following year, deans interview all Year 11 and 12 students. Careers advisers and heads of departments provide student meetings with information about subject prerequisites and the career implications of their subject choices. Students are able to make well-informed decisions on matters that impact on their future.

- Transition from school

Staff have appropriately high expectations that students will participate in tertiary study, or be engaged in employment when leaving school. The careers adviser effectively monitors individuals at Years 12 and 13 to ensure that they are following clear subject pathways that meet their future aspirations and needs. Parents are kept well informed of this process and encouraged to participate in supporting their students. Careers staff monitor student destinations on leaving school, facilitating self-review of the

effectiveness of transition programmes. The well managed Secondary Tertiary Alignment Resources (STAR) programmes provide selected students with useful opportunities to experience workplace procedures. Students are well supported in making the transition from school to tertiary study or work.

- **Co-curricular opportunities**
The school offers an extensive range of sporting and cultural activities. Participation is an integral feature with seventy percent of students involved in at least one sport. A high quality weekly sports newsletter celebrates student participation and regional or national level achievements. Students can undertake cultural activities that support curriculum areas and personal interests. Annual school productions regularly involve over one hundred students. Inter-house activities actively support student sporting and cultural involvement. Students identify sporting and cultural opportunities as a real strength of the school.
- **Student participation in school self review**
Students' views are actively sought as part of the school's self-review processes. Many teachers canvas student opinion on the effectiveness of their classroom programmes and teaching. Their views contributed to the revision of the school charter and the development of a strategy to target underachievers. They have further opportunities to contribute to school decision-making through the house structure and student forum. A student committee allocates financial assistance to facilitate participation in some extra curricular activities. Students are given responsibilities and contribute to the decision-making within the school.

Student support systems

- **Range of support**
Students are provided with effective systems that support their learning and wellbeing. House tutors liaise with form teachers to develop purposeful strategies that promote achievement. Students receive ongoing individual support and assistance during lessons. The school nurse assists those with health-related needs. Students in Years 9 and 10 are provided with a range of opportunities to develop personal skills and interests. Staff work cooperatively to provide guidance, support and direction to all students.
- **Special needs programmes**
Students with special learning requirements receive programmes well suited to their needs. Programmes to provide life and employment skills are accessed through individual plans and mainstream classes. Students set realistic goals and evaluate their success. Application of skills through work experience assists them gain employment beyond school. The learning needs of these students are well supported in an environment where they are respected and feel secure.
- **Special abilities**
Staff provide a wide range of strategies to meet students' varied learning needs. Those who demonstrate high ability in Year 9 and 10 English, mathematics and science are provided with targeted extension programmes. Further extension is available for the more able in other learning areas. Some teachers provide students with multiple opportunities to accomplish tasks by taking different approaches. Students benefit from these well considered teaching methods and programmes.
- **Support Class for Year 9**
A separate class provides Year 9 students who have learning and social difficulties with targeted opportunities. Early identification processes, including close liaison with

intermediate schools, ensure students in this class receive programmes designed to maximise learning. A close learning partnership with the correspondence school provides additional programme opportunities.

Well-paced programmes and appropriate behaviour management strategies promote an environment conducive to learning. Students benefit from these targeted programmes.

- **Guidance network**
The guidance network effectively promotes student wellbeing by identifying and addressing their individual and personal needs. A strength of the system is the close cooperation between house tutors, the guidance counsellor and senior management who support each other in their roles. Enthusiastic staff receive appropriate professional development to enhance their pastoral care skills. Effective long-term relationships are built with form tutors through a vertical form group system. Parents and new students are well informed of the accessibility of guidance network staff. This cohesive approach appropriately supports students.
- **Behaviour management system**
Teachers effectively manage school-wide student behaviour through a flexible, responsive system that is clear and understood by students. Strategies that sustain student cooperation and engagement minimise behaviour incidents. Student safety and well being is paramount.
- **Suspension reduction initiative**
The board and management have effectively reduced the numbers of students being suspended from school. Identification of key problems and implementation of strategies to address these has had a powerful impact on ensuring they can continue in education.

Areas for improvement

- **Student achievement information**
The quality of achievement information collected by departments and the level and usefulness of analysis to assist future planning varies. Diagnostic and formative assessment to identify and assist with addressing specific learning needs of individuals and groups of students in the classroom setting is limited in some curriculum areas.
- **Self-review to address under-achievement**
The school charter appropriately identifies the need to target student under-achievement. Curriculum departments reflect this goal in their departmental goals. Departments collect and analyse student achievement data but the quality of the data and analysis is variable. Student underachievement is identified. However, not all departments develop appropriate action plans to address this issue. Staff have identified and ERO concurs that there is a need for further development and implementation of plans at departmental level and school wide to improve outcomes for these students.
- **Sharing of good practice**
Many teachers demonstrate high quality classroom practice. Although teachers share effective practice within subject departments there is limited sharing of such practice across departments. The newly focused professional development committee has appropriately recognised the need to identify good practice throughout the school in engaging reluctant learners and promoting literacy. The appointment of a staff development coordinator should further facilitate this process. Developing a more collaborative approach to sharing good practice across the essential learning areas, rather than in-department, should strengthen the effectiveness of all teachers.

- Extending the range of courses
Students are provided with a range of courses that target different needs in some curriculum areas. Staff have identified the need to expand this range to better meet the needs of some students and have introduced two industry-orientated courses for seniors. The school intends to develop a partnership with the Takitimu Performing Arts School to facilitate the introduction of Māori Performing Arts as an NCEA subject in 2005. ERO encourages staff to further explore expanding the range of industry-related subjects and cohesive national certificate pathways available to students. This should assist staff to better meet the needs of an increasingly diverse school population.

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4. Areas of Specific Government Interest

Overview

ERO provides information about the education system as a whole to the Government. This information will be used as the basis for long term and systemic educational improvement.

ERO collected information about Havelock North High School. These findings are included in this report to ensure that information about the school is transparent and widely available.

Current Areas of Specific Government Interest

ERO is currently collecting information for reports to the Government on:

- improving Māori student achievement;
- impact of e-learning on the quality of teaching; and
- provision for international students.

Improving Māori Student Achievement

The school collects separate data for Māori students across a wide range of curriculum and co-curricular areas based on both external assessment and external examination data. This data shows that in many areas Māori students achieve at level below that of other students. The achievement of Māori girls is lower than that of boys. However, Māori students at NCEA level 1 in 2003 achieved above the national achievement levels for Māori students in English, technology, the arts, and health and physical education. The school also collects data on Māori student participation in sporting and cultural activities. This data shows that some Māori students experience individual success in a wide range of co-curricular activities and have assumed leadership roles.

The school collects and analyses information on the suspension and stand-down rates of Māori students. This data indicates that the rates for Māori students are significantly higher than the rates for other students. The school's analysed attendance information also indicates that the absence and truancy rates for Māori students are higher than the rates for other students.

The school has implemented initiatives to address both these issues. The board employs a whanau liaison officer to monitor Māori student attendance and facilitate the return of Māori students to school following stand-downs or suspensions. The school has also participated in

the suspension reduction initiative that has significantly reduced the stand down rates of all students.

The staff initiated Te Waka Awhina group provides strong support for the needs of Māori students. It acts as their advocate to staff, senior managers and trustees. This group works in consultation with the school kaumatua. It has promoted staff Treaty of Waitangi professional development and an audit of Māori content in the school curriculum. It continues to promote tikanga Māori across the curriculum. It provides Māori students with a regular panui and a Māori student orientation booklet. It organises welcome, farewell and study hui for Māori students. The group also keeps an extensive and well-analysed data base of Māori student achievement and participation in school activities.

Other initiatives to improve Māori student achievement implemented by the school include:

- te reo Māori is available to all students as a subject from Year 9 through to 13. The school continues to grapple with the conflict between the desirability of acceleration of students from Kura Kaupapa in te reo Māori, and the need for many of these students to consolidate their achievement in other curriculum areas;
- the employment of part time kapa haka tutors and the interhouse kapa haka competition;
- regular school participation in powhiri;
- some Māori students are mentored with senior students in a tuakana/teina relationship with juniors; and
- house tutors monitor the achievement of individual Māori students.

The school has put in place processes for consulting with the Māori community. An iwi representative has been co-opted onto the board providing a key link between the school and iwi. Plans and targets for improving the achievement of Māori students have been prepared.

The school has undertaken limited teacher professional development aimed at improvements in Māori student achievement. The teacher in charge of tikanga Māori, however, has provided staff with some professional development in Māori pronunciation, waiata and marae kawa. The board has identified staff development in improving outcomes for Māori students as a goal for 2005. Senior managers should promote ongoing staff development in this area as some Māori students perceive that some teachers do not have the same high expectations for their achievement as for other students.

Impact of E-learning on the Quality of Teaching

E-learning is using Information Communication Technologies (ICT) in flexible ways to promote student learning and achievement. E-learning is referred to in all national curriculum statements. Boards of trustees are expected to ensure that all students have appropriate opportunities to engage in e-learning.

The school leadership effectively promotes and supports e-learning at Havelock North High School. Strategic plans include goals and strategies to increase ICT usage for day-to-day school operations and integration in all learning areas. The board provides all teachers with a lap-top computer and this has had an impact on teacher confidence in using ICT. These computers are also available in classes for student use.

Teaching programmes effectively facilitate student engagement in e-learning. Teachers plan for ICT use as part of their programmes. In addition, achievement standards in computer graphics, robotics and text information management are offered to students.

Teachers demonstrate that they have the knowledge and skills to effectively integrate e-learning opportunities into their teaching programmes. Teaching a computer skill is a weekly feature of staff meetings, while lunchtime tutorials and evening classes are available to staff and students. Those teachers requiring further assistance can access individual tuition.

The school's e-learning programmes adequately provide opportunities for all students to enhance their learning and achievement. They have equitable access to e-learning opportunities through the four computer suites, computers in some classrooms and teacher laptops. All Year 9 students participate in a programme of progressive ICT skill development. Years 11 to 13 students learn about information skills.

The school is well resourced to provide students with opportunities for e-learning. New schoolwide computer programmes allows teachers to monitor student attendance for each period throughout the day. Teachers identify attendance and truancy trends and patterns and address them in a timely manner.

Provision for International Students

Havelock North High School is a signatory to *The Code of Practice for the Pastoral Care of International Students* (the Code).

Signatories that enrol international students are expected to comply with all sections of the revised Code that took effect in August 2003. Since this time all signatories are required to have reviewed their existing policies and processes to ensure compliance with the Code. As part of this education review ERO has evaluated the extent to which Havelock North High School has implemented the Code and in particular the college's compliance with the sections relating to student welfare and accommodation.

Havelock North High School meets all requirements of the Code. Delegated personnel effectively monitor procedures to promote a safe and supportive environment for international students. Support services effectively meet the needs of international students. Most information held by the school about these students is current.

International students have access to support services in the school. Procedures for dealing with student health, harm, abuse and neglect are in place. School attendance is appropriately monitored and adequate communication strategies have been established for both regular and emergency contact between the school and parents.

International students and homestay carers are effectively supported in all aspects of their accommodation provisions. All procedures for the selection and monitoring of homestay caregivers and homestay residences are robust and focus on the welfare of international students. New Zealand police vetting procedures are understood and used appropriately. International students affirm the quality of care they are afforded and report feeling safe both within the school and with their homestay families.

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5. Board Assurance on Compliance Areas

Overview

Before the review, the board of trustees and principal of Havelock North High School completed an ERO *Board Assurance Statement* and *Self-Audit Checklist*. 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; and
- asset management.

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

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

During the course of this review ERO found no areas of concern.

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6. Recommendations

ERO and the board of trustees have developed the following recommendations:

- 6.1 that senior managers use high quality student assessment information to enhance self-review practices; and
- 6.2 that the board supports the professional development committee in its plans to implement the sharing of good teaching practice.

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7. Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report. Therefore ERO will review the school again as part of the regular review cycle.

[signed]

Diana Anderson
Area Manager
for Chief Review Officer

29 October 2004

29 October 2004

To the Parents and Community of Havelock North High School

These are the findings of the Education Review Office's latest report on **Havelock North High School**.

Havelock North High School is an urban co-educational school situated in Havelock North. Since the last review a new technology block has been constructed and the administration block and staff room have been recently refurbished.

This review investigated how effectively the school provides every student with the opportunity to succeed, improving Māori student achievement, provisions for foreign fee paying students and the impact of e-learning on the quality of teaching and learning. The review also investigated the safety of students.

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Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

[signed]

Diana Anderson
Area Manager
for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and

- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- **School Specific Priorities** – the quality of education and the impact of school policies and practices on student achievement.
- **Areas of Specific Government Interest** – information about how Government policies are working in schools.
- **Compliance with Legal Requirements** – assurance that this school has taken all reasonable steps to meet legal requirements.

Review Coverage

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

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