

# Havelock North High School Education Review

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## Disclaimer

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# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report:Havelock North High School

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

Havelock North High School is a co-educational school located in the village of Havelock North. The school provides a supportive school culture underpinned by a vision focused on developing students as responsible citizens in their community and beyond. The school setting shows a sense of pride and a commitment to providing resources that support teaching and learning.

The welcoming and inclusive environment helps students develop a strong sense of belonging. Relationships across the school community are friendly and respectful. Students spoken with say they appreciate the range of artistic, cultural, sporting and academic opportunities they have to extend their interests and abilities.

Teaching practice in most classrooms is of high quality. Teachers in these classrooms show good understanding of successful practices that engage students as partners in their learning. Teaching reflects the professional learning and development (PLD) teachers are currently participating in. Senior leaders acknowledge that further work is needed to determine the impact of teaching strategies and learning programmes on raising student achievement.

Achievement of National Certificates of Educational Achievement (NCEA) at levels 1 to 3 is generally similar to schools nationally. Since the 2007 ERO review, there has been a slight decline in the percentage of students gaining Level 1, while those gaining Level 2 and 3 have remained relatively stable during that same period. Māori students' achievement in NCEA level 1 to 3 is lower than their peers. A range of initiatives are in place in response to this data. Retention to Year 13, and leaver qualifications have improved since the previous ERO review. However, they remain below the average for schools of similar decile.

Students continue to have considerable success in New Zealand Scholarship examinations. Since 2007 the school has averaged 32 scholarship passes each year. In 2009, three of these scholarships, in three different subjects, were at the outstanding level.

In Years 9 and 10 comprehensive achievement information is gathered and used by departments. The data indicates most students make good progress in the junior school, markedly so in mathematics.

Senior leaders articulate high expectations for student learning and achievement, and

teaching practice. They lead staff towards achieving the school's vision and goals. Senior leaders actively encourage leadership at all levels of the school.

Trustees bring a wide range of skills and experience to their governance roles. Their self-review is responsive and student-centred. They work closely with the senior leaders and have meaningful communication and consultation with parents and whānau via meetings, newsletters, surveys and interviews.

The board and senior leaders agree with ERO's external evaluation that areas for development and review should focus on the use of achievement information: to monitor student progress, raise achievement levels, review programme effectiveness and reflect on the effectiveness of teaching strategies.

### Future Action

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

## 2 Havelock North High School's Curriculum

How effectively does the curriculum of Havelock North High School promote student learning - engagement, progress and achievement?

### School context and self review

Student achievement of NCEA at levels 1 to 3 is generally similar to schools nationally. Since the previous ERO review, the percentage of students gaining Level 1 has declined slightly and Levels 2 and 3 have remained relatively stable. Māori students gain NCEA at levels lower than their peers. Retention to Year 13 and leaver qualifications have improved since 2007 and exceed national levels, although they remain below the average for decile 9 schools.

Students continue to have considerable success in New Zealand Scholarship examinations. Since 2007 the school has averaged 32 scholarship passes each year. In 2009, three of these scholarships, in three different subjects, were at the outstanding level. Structured extension opportunities from Year 9 and extra classes provided by teachers in Year 13 contribute to these commendable results.

School-wide analysis includes consideration of the progress of year groups within the junior school. NCEA review includes reflection on historical achievement trends for all students. Performance is compared with national data and other Hawkes' Bay schools. This information is reported to trustees.

Department reports include collation and some analysis of junior and NCEA achievement information. The principal reviews these reports in discussions with each curriculum leader.

Student participation and success is encouraged and celebrated in the arts, cultural, sporting, leadership and community activities. In 2009 students gained national recognition in singing, drama and a range of sports. Informative newsletters share student successes with parents, whānau and the community.

### Areas of strength

High levels of student engagement are evident across the school. Students engage in the learning process through:

- teachers' effective use of questioning to encourage and challenge their thinking;
- independent and cooperative learning activities;
- good integration of Information Communication Technologies (ICT) in programmes;
- self-managing their preparation for learning;

- an extensive range of subject options that support their career pathways;
- regularly reflecting on their work to identify areas they can improve on; and
- positive and affirming teacher and student relationships.

A supportive school culture enables students to develop a strong sense of belonging. Vertical form classes, the house system and wide-ranging pastoral care provision help create a positive environment to support their learning. Students are regularly surveyed, and results and outcomes are shared with them. The Year 9 and 10 diploma programme motivates students to develop skills and knowledge that will help them succeed at and beyond school.

In Years 9 and 10 comprehensive achievement information is gathered from Assessment Tools for Teaching and Learning (asTTle) reading, writing and mathematics testing, Progressive Achievement Test (PAT) mathematics and individual curriculum area assessments. Useful guidelines and ongoing professional development assist teachers' use of the achievement information to inform their teaching. Gaps in learning for individual and groups of students are identified from asTTle testing and appropriate strategies are put in place. The data indicates most junior students make progress over time, markedly so in mathematics. The analysis of student data for writing has resulted in a school-wide focus on this area.

In response to most Māori students achieving at lower levels than their peers the following initiatives have been introduced:

- the Whaia te iti Kahurangi five year plan, developed by whānau, with the goal of 'working in partnership with the school to improve the responsiveness in meeting the interest and strengths of Māori students';
- a mentoring programme for Year 11 boys at risk of not achieving in NCEA; and
- a Year 9 and 10 student mentoring programme with teachers and senior students.

Māori students participate and achieve in leadership roles, academic studies, kapa haka, ngā manu koreoro, cultural and art events, and sporting activities. Parents of Māori students develop strong relationships with senior leaders and staff through their involvement in a variety of school activities. Teachers PLD should continue to increase awareness of how students can succeed as Māori and strategies to increase the integration of te reo me ngā tikanga Māori in all curriculum areas.

PLD for teachers is well planned and considered. It links with school priorities and matches teachers' goals and needs. Staff work in cross-curriculum workshops and use internal and external expertise. Teacher practice in most classrooms reflects a wide range of the PLD

strategies staff are currently working with.

In most classrooms that ERO observed, high quality teaching is evident. Effective strategies consistently used by these teachers include:

- well-planned and paced lessons;
- deliberate use of student data to plan programmes, group students and decide appropriate learning activities;
- success criteria explained to students;
- contexts for Māori students to identify with;
- high levels of teacher subject knowledge; and
- an emphasis on student understanding of concepts and learning.

The eight Pacific students at the school are known to their teachers and have an active presence in the school. Their achievement, in all curriculum areas, is closely tracked and monitored. Pacific students achieve at levels comparable to other students in their year level.

Comprehensive, cross curricular professional discussion results in the collaborative development of the school curriculum, Encompass. Encompass incorporates key school values, the principles of the New Zealand Curriculum and identifies key directions for teaching. The vision is defined and incorporated into planning for each learning area. Regular reflection associated with the curriculum development is focused on sharing effective pedagogy.

Senior leaders articulate high expectations for student learning and achievement and teaching practice. They lead staff to actively work towards the school's vision and goals. Senior leaders encourage leadership through revolving promotion to their team and changing portfolio responsibilities. Staff are supported to participate in and guide a diverse range of curriculum and teaching related committees.

Trustees bring a wide range of skills and experience to their governance roles. They ensure they retain good expertise capacity with the retention of some board members at each election. Their self-review is responsive and student-centred. Trustees work closely with the senior leaders and have meaningful communication and consultation with parents and whānau via meetings, newsletters, surveys and interviews.

### Areas for development and review

ERO, the board and senior leaders agree that the next stages of school development should

focus on:

- strengthening the use of achievement information to determine the progress of junior students identified at risk with their learning, and to monitor the effectiveness of programmes delivered to increase their chances of success in Year 11;
- departments and teachers continuing to develop their current analysis of student achievement so that it focuses more closely on teaching strategies and how programmes can increase student achievement; and
- regularly reviewing NCEA performance in relation to similar schools and setting achievement targets aimed at increasing levels of NCEA certificate completion and leaver qualifications.

### 3 Provision for International Students

Havelock North High School provides its international students with effective levels of welfare and pastoral care. Regular meetings and surveys of students and homestay families provide valuable information for self review against the Code. Students are encouraged and supported to be involved in co-curricular activities with their New Zealand peers. Many participate in the school's kapa haka group, enjoying the unique cultural experience this provides for them. A well-planned English Speakers of Other Languages (ESOL) programme meets the wide-ranging needs and aspirations of students who attend the school for variable lengths of time. The ESOL teacher keeps in touch with students' mainstream teachers and is considering ways to increase connections between the ESOL programme and other curriculum areas. The board receive annual reports on aspects of the Code of Practice, the ESOL programme and student achievement.

#### Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Havelock North High 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.

ERO's investigations confirmed that the school meets the requirements of the Code.

## 4 Board Assurance on Legal Requirements

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 legal obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that 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.

## 5 Future Action

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

Joyce Gebbie

Acting National Manager Review Services

Central Region

17 November 2010



## About The School

School type	Secondary (Year 9 -15)
Decile <u>[1]</u>	9
School roll	886
Number of international students	23
Gender composition	Boys 53%, Girls 47%
Ethnic composition	New Zealand European/Pākehā 76%, Māori 18%, Asian 4% and Pacific 2%
Special features	Special Needs Unit
Review team on site	September 2010
Date of this report	17 November 2010
Previous three ERO reports	Education Review November 2007 Education Review October 2004 Accountability Review September 2001

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic 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.

## Community Page

17 November 2010

### 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.

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### Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

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

Joyce Gebbie

Acting National Manager Review Services

## Central Region

### 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 integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

#### Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by

identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.