

Queens High School Education Review Report

26/06/2009

- About The School
- The Education Review Office (ero) Evaluation
- The Focus Of The Review
- Areas Of National Interest
- Board Assurance On Compliance Areas
- Recommendations
- Future Action
- Community Page

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

About The School

Location	Dunedin
Ministry of Education profile number	384
School type	Secondary (Years 9-15)
Decile rating[1]	5
Teaching staff:	43.80
Roll generated entitlement	10.43
Other	54
Number of teachers	

School roll	501
Number of international students	16
Gender composition	Girls 100%
Ethnic composition	New Zealand European/Pākehā 74%; Māori 14%; Pacific 6%; Asian 5%; Other 1%
Special features	Occupational Therapist, Physiotherapist and Job Track Programme coordinator
Review team on site	April 2009
Date of this report	26 June 2009
Previous ERO reports	Education Review Report December 2005 Education Review September 2002 Accountability Report January 1998 Assurance Audit May 1993

The Education Review Office (ero) Evaluation

Queen's High School is situated in South Dunedin. It offers a diverse range of learning opportunities for girls in Years 9 to 13. The school roll is about 500 and a high proportion of students completes Year 13. The board reports that it has made good progress in the upgrading and refurbishing of the science and the technology blocks, and the creation of a whare for Māori students. The school shares some senior school programmes, and a new performing arts facility, with the neighbouring boys' school. The board has established strong links with the wider community that benefit learning opportunities for students. This review was carried out in April and May, 2009.

The school has a strong culture that effectively supports students' wellbeing and learning. Relationships between students and their teachers are respectful and caring. Staff work cooperatively to identify and respond to individual needs and to provide pathways of learning that result in success for most students. The pastoral care programme gives students extensive support. The school's developing curriculum reflects this supportive culture. Students said they were appreciative of the range of programmes available to them, and the efforts teachers make to help them succeed.

The principal, senior leaders and teachers gather detailed information about students' achievement especially in numeracy and literacy. Senior leaders are able to follow the progress and achievement of each year group, and other targeted groups, as they move through the school. Students make considerable progress. Learning support and extension programmes are provided for students who

have particular learning needs. Students benefit from good quality careers advice and guidance throughout their schooling.

In the National Certificates of Educational Achievement (NCEA), the percentage of Year 11 students gaining a Level 1 certificate is lower than in similar schools. Some students complete Level 1 in Year 12 then progress to Level 2. The Level 2 results have been consistently high over the last few years, with 69.4% of students gaining their qualification in 2008. Students also gain good levels of excellence and merit results in comparison with other similar schools.

Students in Year 13 obtain a range of qualifications through vocational and industry unit standards as well as academic subjects. A challenge for the teachers is to raise the percentage of students gaining University Entrance in Year 13 and to increase the number of scholarships gained.

The board and staff have developed some effective processes for the review of learning areas. The principal is leading a number of initiatives that are supporting the implementation of the revised New Zealand Curriculum. These include a focus on promoting values, and key competencies that support successful learning. Learning area leaders review programmes using well analysed achievement information. This results in the identification of the strengths and needs of groups of students. The next step for the board and teachers is to extend the review process to include all school-wide curriculum initiatives. Findings from this extended school self review should help curriculum leaders and teachers to better evaluate the quality of programmes and the effectiveness of teaching.

Students experience effective teaching in many learning areas. A well planned and sustained professional development programme, that is linked to school-wide strategic goals and the teachers' appraisal programme, supports all teachers. The principal is aware of the need for teachers to review their shared understandings about high quality teaching practices and to make sure that there is consistency in the quality of teaching in all classrooms.

Teachers have identified that their Year 9 and 10 classes have students learning at more than one level. Some students are not able to experience success in the assessment tasks that are used. Further analysis by each teacher of assessment practices and achievement information should assist teachers in making sure that all students can complete assessment tasks at the appropriate level, and experience success in their learning.

Trustees have a very good understanding of governance practices. Parents are regularly consulted about a range of topics. The board's strategic goals, policies and procedures provide the principal and staff with clear guidance for their work. Trustees receive extensive student achievement information that informs their self review and helps them make appropriate resourcing decisions. The principal works effectively with the board and staff to promote a collegial and cooperative school culture.

Future Action

ERO is confident that the board of trustees can govern the school in the interests of the students and

the Crown and bring about the improvements outlined in this report.

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

The Focus Of The Review

Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

The principal, senior leaders and teachers gather detailed information about students' achievement especially in numeracy and literacy. In Year 9, they use information from contributing schools and national assessments to place students in classes according to their levels of achievement and learning needs. Teachers use this achievement information in literacy and numeracy to inform them about the learning needs of the students in their classes.

Senior leaders are able to follow the progress and achievement of each year group, and other targeted groups, as they progress through the school. Students' progress is also recorded in individual profiles. Students make considerable progress, and the proportion of students who stay until Year 13 is well above that of similar schools.

In NCEA, the percentage of Year 11 students gaining their Level 1 certificate is lower than in similar schools. Some students complete their certificate in Year 12 and then progress to Level 2. The Level 2 results have been consistently high over the last few years with 69.4% of students gaining their qualification in 2008. Students also gain good levels of excellence and merit results in comparison with other similar schools.

Students in Year 13 obtain a range of qualifications through vocational and industry unit standards as well as academic subjects. A challenge for the teachers is to raise the percentage of students gaining University Entrance in Year 13, and to increase the number of scholarships gained.

Senior leaders and teachers need to share specific school-wide achievement goals and targets with the students and their parents to focus them on further raising achievement results at all levels.

School Specific Priorities

Before the review, the board of Queen's 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 selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Queen's High School.

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

- the quality of the learning and teaching and the learning pathways for students.

In addition, ERO decided to evaluate:

- the quality of the self-review processes.

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

The Quality of the Learning and Teaching and the Learning Pathways for Students

Background

The school is proud of the way that it meets the diverse range of learning needs of the students. Senior leaders and teachers are responsive and creative in providing opportunities for students to learn in subjects and courses that interest them, and that give them appropriate qualifications. The board asked ERO to evaluate the learning and teaching, with a particular emphasis on the learning pathways that are available to students as they prepare themselves for the world of work or further study.

Areas of good performance

- Supportive relationships. Students learn in a culture that is inclusive, supportive and caring. They told ERO that their teachers are friendly and helpful. Teachers manage students' behaviour effectively. They support students in modifying behaviours that may be impacting on their learning. Most students receive positive verbal and written feedback about their achievements and next learning steps. The director of student services, counsellors, form teachers, year level coordinators and senior leaders provide good levels of pastoral care support for students. Teachers model appropriate relationships for students. ERO observed students who were supportive of each other. They were cooperative and well mannered in classes.
- Use of information about students on entry. Senior leaders and teachers gather and use a range of good quality information about students and their achievement in Year 9. They use information from contributing schools, and baseline data from nationally referenced assessments in numeracy and literacy, to place students in classes. This information is also provided to class teachers. Teachers have been involved in a collaborative project with other schools in the area. This project has provided further information about students' achievement, their perceptions and wellbeing, and helps them make the transition to secondary school smoothly.
- Tracking of student progress. The depth of analysis in numeracy and literacy allows teachers to track the progress of students through to the senior school. The information not only informs teachers about individual students but also provides them with year level trends and patterns. The board and senior leaders use the information to make decisions about resources and programmes,

set goals and targets, and evaluate the progress of groups of students. Targeted groups such as Māori and Pacific students, and students with special learning needs, can also be monitored. The heads of learning areas analyse student progress in achievement standards and unit standards in Years 11 to 13. They report this information to the board and use it to set realistic goals that are linked to the school-wide goals.

- · Responsiveness to students. Teachers and senior leaders respond to students' learning needs in a range of ways. They use information about students to reflect on the best ways to engage them. In Years 9 and 10, teachers of the core classes meet to discuss strategies to better meet the learning needs of the students. Teachers are prepared to change courses, offer multi-level classes, make timetable changes and reorganise classes to enhance learning opportunities for students. In the senior school, students can engage in a wide range of unit standards in alternative courses, including vocational unit standards and South Pacific Educational Courses (SPEC). Many of these alternative programmes enable students who may be at risk of underachieving to gain qualifications. Teachers use a range of ways to respond to behaviour and health issues. These include the school health committee that has student representation, the use of the resource teacher in learning and behaviour (RTLb), the use of individual learning plans, and the key competencies to foster student wellbeing and achievement.
- · Quality of teaching. ERO observed lessons where teachers demonstrated high quality teaching practices. In some of these lessons, for instance in science, physical education and health, graphics and technology, students were fully engaged in practical activities that captured their interest. In other classes, for example in English and languages, teachers had planned a variety of activities that kept students interested and engaged. Some teachers used good questioning techniques. They responded to questions from students by reflecting the question so that students found the answer within their own knowledge, rather than by relying on the teacher. Teachers made good use of Information and Computer Technologies (ICT) to enhance the visual impact of the lesson, to show further knowledge and resources and to share the purpose of the learning with students. Some teachers gave students opportunities to discuss issues in groups, hear the views of others, and lead class discussions. Others encouraged students when engaging with a task to choose a strategy that best suited their learning style and current rate of progress. Students told ERO that they learn best when they are involved and engaged as active participants at the centre of the learning.
- · Recent initiatives. Teachers have been involved in a number of initiatives in recent years that are benefitting students. All Year 9 students engage in lessons where they are introduced to a range of thinking strategies that they can use in other learning areas. In addition, teachers and the school librarian help students to acquire literacy skills, and foster inquiry approaches to their learning. Teachers are currently increasing their levels of skill in the use of ICT. Students benefit from the use of interactive whiteboards, data projectors, computers, including the use of the internet, video conferencing and other e-learning situations. Those students who have learning needs in literacy are identified and provided with strategies to help them develop confidence in reading and writing.
- · Use of key competencies. The development and use of the key competencies provides a framework for students to acquire the attributes and dispositions for learning and behaviour as

identified in the revised New Zealand Curriculum. The project has engaged teachers in much discussion and reflection. They are beginning to use the competencies in learning contexts, and students are encouraged to take ownership through self assessment. The competencies link with other aspects of student learning, for example, goal setting, numeracy, literacy, thinking skills and self managing skills. Teachers have shared the development of the competencies with parents.

- Opportunities for students. Students commented to ERO that they can choose from a wide range of curricular and extra-curricular activities within the school programme. In Years 9 and 10, students select from options in languages, the arts, and technology. Core subjects for all students include thinking skills and information technology. Extension programmes are available to individuals and groups of students in a variety of ways, and as their needs arise. In the senior school, vocational subjects are offered through such courses as Gateway, Transition Challenge, the Youth Incentive Programme and life skills programmes. Students can participate in a wide range of sporting and cultural activities as well as service-based opportunities and exchanges with overseas schools. Cooperating with the neighbouring boys' school extends the options available to senior students. The shared ownership of the Performing Arts Centre enhances opportunities in the Arts. In addition, video conferencing is now providing senior students with more choice in the subjects they wish to study. The school's open evening and booklet provide clear information to students and their families about the opportunities available.
- Careers education. Students at all levels benefit from well planned and effective careers education. Clear information is provided for students from Year 9 about options, courses and learning pathways. In Year 10, all students complete a profile of their interests and strengths, and this is followed by individual interviews. The careers adviser keeps this information which is revisited in later interviews. Students in Years 11 to 13 benefit from a range of opportunities to learn about and experience the world of work and tertiary study. These opportunities involve presentations, visits to tertiary open days, careers expos, parent evenings and mentoring programmes.
- Student leadership. Students are encouraged to participate and receive training in leadership roles throughout the school. Years 9 and 10 students can join the health and environmental committees, the student council, become librarians and join other activities such as kapa haka. The peer support programme involves Year 13 students working with Years 9 and 10 students. These senior students provide good role models for the juniors. Māori and Pacific students are encouraged to take on leadership roles. Students commented that the prefect system could be strengthened so that the prefects' presence and role is made clearer to other students.
- Leading a professional learning community. The principal is fostering a professional learning community amongst staff and students. Senior leaders and teachers are trialling new initiatives, reflecting and improving, and creating solutions in response to student needs. The principal coordinates the professional development programme for school-wide projects. Together with the board, she also encourages individuals to pursue their own professional development. Teachers are working together in groups with staff from King's High School in a three year ICT professional development contract to raise their skill levels, improve their teaching practices and prepare for the revised New Zealand Curriculum. They are linking this professional development to goal setting in their appraisal and to the school-wide goals.

- External links. The school continues its tradition of forging strong links with the community. It has fostered collaborative relationships with local schools and has close ties with the neighbouring boys' school, sharing classes, facilities and professional development. Educational opportunities are being enhanced through the DunedinNet video conferencing networks. The director of student services has established effective relationships with outside agencies that support the pastoral care needs of the students. In the transition-to-work programmes, students benefit from the cooperation and support of local businesses, industrial training operations and tertiary providers.

Areas for improvement

- Reviewing the shared understanding and vision for learning and teaching. Teachers could review their shared understandings of good teaching practices in the light of current research and the revised New Zealand Curriculum. Students said, and ERO observed, that some teachers are not ensuring that all students in their classes are able to understand the learning. Teachers should make sure that students know what they are learning, why they are learning it, and why it is useful. When students see a connection with their own life, make connections with prior learning, and see the purpose of the learning, they are more likely to become more engaged in the learning process. [Recommendation 6.1]
- Extending good teaching practices to ensure consistency. School leaders could make better use of appraisal processes to extend the good teaching practices ERO observed in some classes to improve learning for all students. Students said that there was variation in the quality of teaching. For example, in some classrooms, teacher-centred, whole class teaching was limiting students' opportunities to fully engage in the learning. Some students said that when teachers took an interest in them and their backgrounds, they learnt better. [Recommendation 6.1]
- Planning for the range of student needs in the classrooms. Teachers could find more ways to cater for the range of abilities and needs within each class. Not all teachers were using their knowledge of the learners to target their learning needs, interests and abilities. They could make better use of student achievement levels to explicitly plan teaching so that it challenges all students. Some senior students would benefit from more in-class support to help them reach the standard required. [Recommendation 6.1]
- Reviewing assessment. Senior managers and teachers should review assessment programmes in Years 9 and 10 to ensure that all students have opportunities to experience success in their learning. Teachers could provide more multi-level assessment opportunities so that students can be learning and assessed at a level appropriate to their ability. Senior managers could develop greater consistency between learning areas. Teachers could develop a wider range of strategies for sharing achievement information and learning goals with students so that the students know more about how well they are learning and what their next steps are. [Recommendation 6.2]
- Learning partnerships. Some students reported that they would appreciate more opportunities to be consulted about their learning, and other aspects of school life. The principal has identified the need to increase students' input into decision making. Students are likely to benefit from more opportunities to be at the centre of the learning, take more responsibility for aspects of their learning and evaluate their own progress. Continuing to seek feedback from students about the

teaching, and how it impacts on their learning, would contribute to the review of the learning and teaching in the school. [Recommendation 6.3]

The Quality of the Self-Review Processes

Since the previous ERO review in September 2005, the principal and board have improved the quality of their self review processes. ERO decided to evaluate and report on the quality of these processes.

Areas of good performance

- Building BOT capability. Trustees, the principal and senior leaders are working together to increase the knowledge, capability and effectiveness of the board. The principal encourages the board to be more actively involved in the regular curriculum reports and reviews. Policies and procedures are well written, and provide a good foundation for the school's operations. There is a regular cycle of policy review. Quarterly reports to the board provide information about and evaluations of a range of programmes. Board members carry out their roles and responsibilities effectively. The school's finances are well managed and the building programme is progressing. Each year the board reviews its own progress against its goals. Parents are consulted and surveyed on a number of issues.
- Use of student achievement information and curriculum review. The principal and learning area leaders have worked hard to improve the quality of analysed student achievement information and annual department reports to the board. Each trustee takes responsibility for a learning area and reviews the report. The board discusses the NCEA data each year at its March meeting. Trustees use the information to set goals and targets and make decisions about resourcing. The principal has worked with heads of learning areas to improve the quality of their analysis and reporting.

Area for improvement

- Reviewing the effectiveness of initiatives. The principal has identified that further improvements could be made to the quality of department reports in order to evaluate the effectiveness of the teaching, and the impact on student achievement. The board receives informative reports about the programmes and initiatives across the school. It also conducts surveys of parents and groups of students. The next step is to include in the review process an evaluation of the impact and effectiveness of these programmes and initiatives on improving outcomes for students. [Recommendation 6.4]

Areas Of National Interest

Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Queen's High School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

Success for Māori Students: Progress

In this review, ERO evaluated the extent to which the school was familiar with the Māori Education Strategy - Ka Hikitia: Managing for Success and progress made since the last review in promoting success at school for Māori students.

The school reports it has taken Ka Hikitia into account when revising planning documents for this year.

Areas of progress

- Valuing students and their whānau. The board and staff have given priority to improving the learning and wellbeing of Māori students. A whare room has been created in consultation with whānau. Students value the opportunities they now have through having their own place. Teachers regularly monitor students' learning. Their needs are quickly responded to through learning support and an effective pastoral care system. Family and whānau are welcome at the school. They are provided with many opportunities to be involved with their children and to talk with teachers. Māori students spoken with by ERO said they felt respected as Māori students and are appreciative of the recognition they are given.
- Acknowledging the success of Māori students. The academic and personal successes of Māori students are well recognised by the school. The progress of all students is carefully monitored. A number of Maori students achieve academically at the excellence level. Others succeed in sporting and cultural activities and as school leaders. Achievement and effort are celebrated.

Areas for further improvement

- Presence, engagement and retention. Learning success for a small group of Māori students is being considerably limited. These students have a high rate of absenteeism. Some have left school with minimal or no qualifications. For some, there are circumstances beyond the control of the school that significantly interfere with their engagement in learning. The school is very aware of the problems. A number of initiatives have been implemented to address the issues but with limited success. The school needs to continue the work it is doing to monitor the learning and wellbeing of these students and provide them with opportunities that will encourage and support their learning.

The Achievement of Pacific Students: Progress

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of its Pacific students and in initiatives designed to promote improved achievement. The number of Pacific students remains reasonably steady at about 6% of the school roll.

Pacific students are positive about their experiences at school. Student achievement information shows that Pacific students generally achieve as well as their non-Pacific peers. They would prefer more opportunities to be more active in their learning and to have aspects of their cultural background included in the learning activities more often. They enjoy the opportunity to be involved in cultural festival performances and the leadership challenges this includes. They would value a place in the school to gather and to celebrate their identity and where their culture could be a focus point.

Implementing the New Zealand Curriculum in 2010

Progress to date

In preparing for teaching the New Zealand Curriculum in 2010 the school has:

- engaged in professional development in the use of the key competencies, and discussed the school vision, values and principles;
- reviewed the school charter in line with the revised New Zealand curriculum;
- engaged in professional development on Learning in the 21st Century by the up skilling of staff in ICT;
- developed, trialled and refined a key competency matrix that has links with the thinking curriculum and habits of the mind; and
- developed key competency booklets and shared these with parents. Students have begun to self assess against the key competencies.

Next steps

The school has decided that its priorities for preparation over the next three to six months are:

- to review the junior timetable, option range, roll size and links with other schools; and
- to evaluate the use of the key competency matrix.

Thinking about the Future

ERO is currently discussing with secondary schools how they are thinking about the future and what it might mean for their students.

The school reports that it has thought about the future and what it might mean for students in the following ways. The school:

- is in the early stages of a three-year ICT professional development contract for teachers to

build capacity in new technologies;

- · has focused on marketing the school to ensure the stability of the roll in the coming years;
- · is working with the neighbouring boys' high school in the sharing of learning spaces, resources and teaching programmes; and
- · is planning for further building developments as funding allows.

Provision for International Students

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

Queen's 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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school complies with all aspects of the Code.

Areas of good performance

- · Pastoral care and accommodation. Students receive good quality pastoral care. Their teachers get to know them personally and are sensitive to their needs. Students use their English for speakers of other languages (ESOL) classroom to congregate at break times. They are encouraged to become involved in school activities. The homestay coordinator ensures that students' accommodation is suitable and located close to the school and to other international students. This helps them make friends and feel part of the school community. Students told ERO that their host families, teachers and other students were friendly and helpful.
- · Provision for learning English. Students receive good quality instruction in English. The teacher is knowledgeable and experienced. She is able to assess students' learning needs through the use of diagnostic tests. She provides a range of courses and options that meet the individual needs of the students. The teacher also helps students with their English in other subjects. A next step is for classroom teachers to ensure that students understand and receive support for learning in each subject.

Areas for improvement

- · Students sharing their culture. Teachers could consider more ways to involve students in sharing their culture and background knowledge in learning contexts. More opportunities for students to share aspects of their culture with other students would further encourage acceptance of students from different cultural backgrounds.
- · Self review. The range of evidence used by the director of international students to review the effectiveness of the provision for international students could be extended and made clearer. Student surveys, achievement information and other evidence could add to the review methods

presently used. This information would assure the board of the effectiveness of the programmes for international students.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Queen's 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.

Each school needs to acknowledge that bullying is a risk to be managed. At this school, students reported a low level of bullying. Senior leaders were in the process of clarifying anti-bullying procedures and strategies to share with students. They have ensured that anti-bullying programmes include: racist bullying, bullying of students with special needs, homophobic bullying, and sexual harassment.

Compliance

During the course of the review, ERO identified minor areas of non-compliance. These were discussed and rectified during the onsite stage of the review.

ERO's investigations did not identify any major areas of concern.

Recommendations

In order to improve outcomes for students, ERO recommends that the senior leaders and teachers:

6.1 review shared understandings of high quality teaching and extend the range of teaching strategies to further improve outcomes for students;

6.2 review assessment programmes in Years 9 and 10 to ensure that all students have the opportunity to experience success at a level appropriate to their learning; and

6.3 increase opportunities for students to make decisions about their learning and to further their role as active participants in their lessons.

The board, senior leaders and teachers:

6.4 use self-review processes to further evaluate the effectiveness of school-wide initiatives and programmes.

Future Action

ERO is confident that the board of trustees can govern the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

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

Isabell Sinclair Irwin

Area Manager

for Chief Review Officer

26 June 2009

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To the Parents and Community of Queen's High School

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

Community Page

Queen's High School is situated in South Dunedin. It offers a diverse range of learning opportunities

for girls in Years 9 to 13. The school roll is about 500 and a high proportion of students completes Year 13. The board reports that it has made good progress in the upgrading and refurbishing of the science and the technology blocks, and the creation of a whare for Māori students. The school shares some senior school programmes, and a new performing arts facility, with the neighbouring boys' school. The board has established strong links with the wider community that benefit learning opportunities for students. This review was carried out in April and May, 2009.

The school has a strong culture that effectively supports students' wellbeing and learning. Relationships between students and their teachers are respectful and caring. Staff work cooperatively to identify and respond to individual needs and to provide pathways of learning that result in success for most students. The pastoral care programme gives students extensive support. The school's developing curriculum reflects this supportive culture. Students said they were appreciative of the range of programmes available to them, and the efforts teachers make to help them succeed.

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appraisal programme, supports all teachers. The principal is aware of the need for teachers to review their shared understandings about high quality teaching practices and to make sure that there is consistency in the quality of teaching in all classrooms.

Teachers have identified that their Year 9 and 10 classes have students learning at more than one level. Some students are not able to experience success in the assessment tasks that are used. Further analysis by each teacher of assessment practices and achievement information should assist teachers in making sure that all students can complete assessment tasks at the appropriate level, and experience success in their learning.

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Future Action

ERO is confident that the board of trustees can govern the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

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

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>.

Isabell Sinclair Irwin

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 National 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.

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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.

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