



**Education Review Office**  
Te Tari Arotake Mātauranga

**Kaikoura High School**  
**Kaikoura**

**Confirmed**

**Education Review Report**

# Education Review Report

## Kaikoura High School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

## Findings

### 1 Context

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

Kaikoura High School is a co-educational school for students in Years 7 to 15. The school has been significantly impacted by the November 2016 earthquakes, including a reduced school roll, changes to community facilities and accessibility to the township. During this time the school has been highly responsive to the challenges and has maintained a strong focus on monitoring and supporting the wellbeing of students and staff.

In July 2015 the Ministry of Education (MoE) appointed a Limited Statutory Manager (LSM) to the school to support the work of the board. This appointment continued until June 2016. A new principal was appointed at the start of 2016. There have been some changes in staff during this time.

The senior leaders and staff are developing a positive and inclusive culture across the school that is built on respectful relationships. There are clearly defined and structured pastoral care provisions. Senior leaders regularly seek and value students' and staff opinions.

There have been significant developments and progress since the 2015 ERO review. These include:

- an improved school culture
- considerable curriculum development
- improved leadership structures and relationships
- development and implementation of a robust appraisal process.

The school is part of the Kaikoura Kāhui Ako | Community of Learning. This provides opportunities for some staff to work closely with teachers from other schools in the Kaikoura district.

## 2 Learning

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

School leaders and teachers make effective use of achievement information to make positive changes to teaching and learning decisions for individual students, particularly at Years 11 to 13.

Teachers have an individualised approach to student progress and achievement. They make good use of achievement information to identify, support and closely monitor those students at risk of not making expected or accelerated progress. Teachers know individual learners well and have a focused approach to how best to support their identified needs.

The school's achievement information shows that over the last three years achievement at all levels of NCEA has continued to improve. Growing numbers of students are achieving NCEA Level 1, 2 and 3. The school is now focused on increasing the number of merit and excellence endorsements.

Parents are kept well informed about their child's achievement, progress and next steps for learning. The parents of students in Years 7 and 8 now receive regular reports about how well their child is achieving in relation to the National Standards.

ERO has identified, and senior leaders agree, that priority needs to be given to raising achievement in relation to the National Standards for students in Years 7 and 8 by:

- identifying clearer goals and strategies to accelerate achievement
- ensuring school charter targets are specific and clearly defined
- extending moderation practices within and beyond the school.

Senior leaders have also identified that there needs to be a continued focus on raising Māori boys' achievement in the senior school.

## 3 Curriculum

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

Significant development of the school's curriculum is now effectively promoting greater student engagement in learning.

The school's curriculum is coherent, has a holistic approach and clearly reflects the school's vision and values. Teachers closely link learning and teaching to the Key Competencies and Values in the New Zealand Curriculum.

The student-centred curriculum at Year 9 and 10 is providing students with opportunities to select learning programmes that are meaningful and engaging. Students work closely with teachers and parents to develop individualised learning plans that meet their particular interests and needs.

A useful framework for departmental evaluation is helping teachers and school leaders reflect on how effectively the curriculum is meeting the needs of students. Students' views about learning programmes are regularly sought, valued and responded to. They are provided with a wide range of learning experiences that reflect the local community and environment.

Senior leaders have developed a culture of high expectations for students and staff. Teachers are provided with well-considered and targeted on-going professional learning. There have been

significant developments in the quality of teaching and assessing of mathematics in Years 7 and 8 as a result.

School leaders and teachers are proactively building educational partnerships with the community. They are effectively utilising the local community resources and personnel to support students' learning and wellbeing. Improved provisions of Vocational Pathways, Gateway and STAR are creating broader options for senior students.

School leaders and teachers have identified that they need to continue to embed the new curriculum planning system to ensure a seamless approach across all areas of the school.

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

The school is effective in promoting Māori educational success as Māori.

Māori students are well supported by staff, who know them individually. They have a number of opportunities to hear and see their language and culture used and reflected in school practices and documentation. The principal, some staff and some of the students provide very good role models in the use of te reo and tikanga Māori. There is an ongoing need to continue to build the capacity and confidence of all staff in the knowledge and use of te reo and tikanga Māori.

The principal has been proactive in engaging with local iwi and Māori whānau. This is helping to raise the profile of Māori culture and Māori student achievement. The school's information shows that there has been an improved engagement of Māori students over the last two years.

Senior leaders agree that their next step is to consider ways to work with the community to develop a Māori learning plan to support all Māori students to achieve educational success as Māori.

## **4 Sustainable Performance**

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

The school is increasingly well placed to sustain and improve its performance.

The board and senior leaders have established well-considered strategic goals that are closely aligned with other key school documentation. Multiple voices have contributed to the development of future planning and direction. The school goals are widely known and understood across the school.

School leaders are beginning to establish conditions for inquiry and knowledge building for improvement. They are building a culture of collegiality in planning and professional development. Good use is made of individual teacher strengths. The newly established process for staff appraisal provides teachers with robust feedback from a number of sources to support their teaching practices.

Trustees bring a range of experience and expertise to the board. The principal keeps trustees well informed about student learning, achievement and school operations. The board has accessed external expertise to make positive changes to aspects of school operations.

Internal evaluation practices need to be extended across the school. Provision for regular board self review is necessary.

The board also needs to take greater responsibility for ensuring that all health and safety requirements are met and policies and procedures are streamlined and updated as required.

### **Provision for international students**

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review there were two international students attending the school.

The school provides an inclusive culture. There are good systems in place to ensure that international students are well supported. Their academic and pastoral requirements are personalised to meet their individual needs.

### **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.

### **Conclusion**

Students have benefitted from the significant improvements that have occurred at Kaikoura High School in the last two years. The school's curriculum offers a broad range of meaningful learning opportunities to encourage students' engagement in learning. School leaders are building a culture of respectful relationships within and beyond the school. They are strongly focused on monitoring and supporting the wellbeing of students and staff following the impacts of the November 2016 earthquake.

Student achievement is a priority and the key next step is to raise the achievement of Years 7 to 8 students in relation to the National Standards.

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

A handwritten signature in black ink that reads "Lesley Patterson" followed by a long, horizontal flourish.

Dr Lesley Patterson  
Deputy Chief Review Officer Southern (Te Waipounamu)

12 July 2017

## About the School

|                                      |  |  |
|--------------------------------------|--|--|
| Location                             | Kaikoura   |  |
| Ministry of Education profile number | 307  |  |
| School type                          | Secondary (Years 7 to 15)                                |  |
| School roll                          | 187  |  |
| Number of international students     | 2  |  |
| Gender composition                   | Girls: 51%<br>Boys: 49%                                  |  |
| Ethnic composition                   | Pākeha<br>Māori<br>Pacific<br>Other ethnicities          | 51%<br>41%<br>1%<br>7%                 |
| Review team on site                  | June 2017  |  |
| Date of this report                  | 12 July 2017   |  |
| Most recent ERO report(s)            | Education Review<br>Education Review<br>Education Review | May 2015<br>January 2014<br>April 2012 |