

**EDUCATION REVIEW
REPORT
HASTINGS BOYS' HIGH SCHOOL**

Location: Hastings

Ministry of Education profile
number: 227

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

1 The Education Review Office (ERO) Evaluation

Students at Hastings' Boys High School achieve well in calm and settled classrooms. The school's young men are ably supported and encouraged to accomplish success in a wide variety of academic, cultural and sporting pursuits. Positive, respectful and reciprocal relationships are evident between students and with their teachers.

The school curriculum successfully caters for a diverse range of young men. An expanded choice of programmes includes sports academy courses, extension classes, a number of alternate pathways to qualifications for students at risk of underachievement, and Miori and Pacific language and studies programmes. Learning environments, contexts and resources reflect New Zealand and its bicultural nature. Teachers focus on providing content that is relevant, meaningful and of high interest for young men.

In introducing the *New Zealand Curriculum*, teachers focus on using new teaching strategies to engage students and help them understand the purpose of their learning. In Years 11 to 13 successful use of these strategies is more apparent. Regular, schoolwide teacher professional learning and development (PLD) reinforces this schoolwide goal. ERO and the board agree that improving these teacher practices at Years 9 and 10 is an area for further development.

Since the September 2006 ERO report the board and staff have strengthened their commitment to and focus on academic achievement and success for all young men. New strategies are implemented to more closely track and monitor individual student achievement and progress across the school. The percentage of students achieving national qualifications, from those who participate, well exceeds national figures for boys' schools at Levels 1, 2 and 3. The trend since 2004 has been a steady and significant increase. This is also the case for Miori and Pacific students, who make up 45% and 12% of the school's roll respectively. These young men achieve at least as well as their peers in many indicators of success.

Managers and trustees agree that the next step towards keeping expectations for all students high is to improve the analysis, interpretation, reporting and use of schoolwide data related to student retention, leavers, NCEA endorsements, and Years 9 and 10 achievement and progress.

Managers have reviewed and developed careers education and as a result, students have more opportunities for identifying and developing career pathways. Increasing engagement with parents, particularly within the Pacific community has also been a

successful focus. The agreed next step in self review is to ensure that new initiatives are more systematically evaluated and reported to the board.

The school hosts a number of fee-paying International Students each year. It is timely for the board and managers to carry out a thorough review of all resourcing, policies and practices relating to these students.

Future Action

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning, engagement, progress and achievement. ERO is likely to carry out the next review within three years.

2 Hastings Boys' High School's Curriculum

How effectively does the curriculum of Hastings Boys' High School promote student learning: engagement, progress and achievement?

School context and self review

Since the previous report the board and staff have increased their focus on academic achievement. During 2009, a major goal was to improve achievement of NCEA Level 3 and many initiatives were directed towards achieving this goal. Careers have been an area of review and development across the school, alongside expanding the range of alternate pathways to qualifications for boys at risk of underachievement. Increasing engagement with parents, particularly within their Pacific community has been a focus and a strengthened commitment to Māori students reaching their potential.

In introducing the *New Zealand Curriculum*, teachers have focused on reviewing their school curriculum and developing new teaching strategies to further engage students by helping them to understand the purpose of their learning.

Areas of strength

Curriculum design and review

- Curriculum design

The school curriculum successfully caters for a diverse range of young men. Staff respond to the emerging needs of student groups, developing relevant and specific courses for those at risk of not achieving NCEA. An expanded range of programmes includes sports academy courses and Māori and Pacific language and studies programmes. Contexts and resources reflect New Zealand and its bicultural nature. Teachers focus on providing content that is relevant, meaningful and of high interest for young men.

Documentation and policy development is well linked to the *New Zealand Curriculum* and provides clear direction and guidance for teachers. The 2009

redevelopment of schemes led to the creation of a school wide template that teachers are encouraged to use, for consistency in planning

- **Teaching and learning**
Appropriate teaching strategies are used to encourage students to take ownership of their learning. PLD supports and encourages teachers to use the four identified strategies. In Years 11 to 13 successful use of the strategies is more apparent. Students are starting to benefit from a more student-teacher collaborative approach to teaching and learning.
- **Relationships**
A calm and settled climate is apparent throughout the school. Positive, respectful and reciprocal relationships are evident. Students feel supported and encouraged by teachers who are always willing to assist. Students' emotional, physical, intellectual and social wellbeing is ably supported by the positive relationships developed between students, their peers and adults.

Student Achievement and Progress

- **NCEA achievement**
The percentage of students achieving national qualifications, from those who participate, well exceeds national figures for boys schools at Levels 1, 2 and 3. This is also the case for Wori and Pacific students where significant improvement over time is seen. The trend since 2004 has been a steady increase that exceeds the national increase at all levels.
- **Year 9 and 10 progress**
Since the previous report, more data is collected to inform managers and teachers about student achievement and progress. The results of standardised testing in reading and mathematics are shared with teachers. Common assessment tasks are now developed in all departments and the task of collating and analysing this information has been allocated recently to a manager. Literacy initiatives put in place, for Year 9 students with learning needs, result in improved achievement in reading for these students.
- **Individual Support**
New strategies used to closely track and monitor individual student achievement and progress in the senior school contribute to greatly improved NCEA results at Level 3 in 2009. Students receive regular up-dates about their progress towards achieving their qualifications. Individuals at risk of not achieving are carefully monitored. This watchfulness involves personal course planning, communication with parents, and regular liaison between teachers, year level deans and deputy principals. An "On Track programme" focuses on aspects of learning or assessment the young man is struggling to achieve. A new senior management structure contributes to this closer level of monitoring and support for individual students.

Sustainability/Capability

- **Careers**
Students have increased opportunities for identifying and developing career pathways. As a result of self review, managers and staff implemented a

school-wide Pastoral and Careers Education (PACE) programme to assist young men to become better prepared for school life and life when they leave school. Students take a more focused approach to increasing their knowledge and understanding of career options available to them.

- Engagement with families and the community
Managers and staff have expanded the range of strategies to develop learning partnerships with families and to foster links with the wider community. The student centre is a welcoming and well-used facility. Events such as the father and son breakfasts, the careers evenings and form class barbecues provide opportunities for families to interact with school personnel.
- Professional learning and development
Regular, school wide teacher PLD focuses on improving teaching and learning for students. A planned approach links this training to schoolwide goals and teacher appraisal. The board receives regular information about what is happening for teachers.
- Pacific student achievement
A suitably strategic approach is taken to raising Pacific student achievement. A successful fono meeting, held with the Pacific community, enabled parents to share with managers and staff their aspirations for their sons. The resulting Pasifika plan outlines some key strategies for promoting Pacific student success.

Areas for development and review

ERO and the board of trustees agree that the next stages of school development should focus on:

- improving the analysis, interpretation, reporting and use of school wide data related to student retention, leavers, NCEA endorsements, and Year 9 and 10 achievement and progress;
- increasing the use teachers make of Year 9 and 10 assessment data to identify and plan learning experiences for the range of students' strengths and needs within each class;
- continuing to develop and embed teaching practices that foster student ownership of learning at Years 9 and 10, so that student engagement is strengthened;
- strengthening self-review processes so that new initiatives and programmes are systematically evaluated for their impacts on students; and
- further developing their consultation and partnerships with Maori whānāu so that parents aspirations are clearly reflected in strategic planning for Maori students' success.

Provision for International Students

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

Hastings Boys' 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 six international students include fee paying students and exchange programme students from Asian countries. Oversight for International students is managed by three staff members. A newly appointed director commenced duties at the beginning of 2010. The homestay coordinator is long-serving in this position. English language support is provided through an English for Speakers of Other Languages (ESOL) programme. The teacher in charge of this programme is involved in teaching across a number of other departments and has no additional time allocation for supporting International Students.

The school complies with all aspects of the Code.

Areas of strength

- **Responsiveness**
Changing needs or emerging issues are handled in a timely manner by the homestay coordinator. She carefully matches host parents and students, and maintains contact during placement. Opportunities to socialise with other International students are provided.
- **Staff development**
The ESOL teacher actively seeks further training and advice. He networks with ESOL teachers from other schools and uses advisor support to make improvements to his teaching practices.

3 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Hastings Boys' 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 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.

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