

**Geraldine High School  
Geraldine, South Canterbury**

**Confirmed**

**Education Review Report:  
Arotake Paerewa**

*Kumēa te paetawhiti kia tata  
**Whakamaua te paerewa kia tīna**  
Tukuna te paehiranga kia topa!*

# Education Review Report: Arotake Paerewa Geraldine 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.

## Findings

### 1 Context

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

Geraldine High School is a coeducational secondary school (Years 7 to 13). Students learn in a caring and inclusive, rural environment. This is seen in the family/whānau atmosphere where students and adults interact positively with each other across the school.

Teachers and students make very good use of the local environment and community to extend students' learning experiences.

Students' contributions to the life of the school are sought and valued. Students spoken with by ERO appreciate that their teachers will "go the extra mile" for them.

The school has a history of very good National Certificate in Educational Achievement (NCEA) results. The board and school leaders give priority to supporting senior students to achieve highly. They ensure students have good quality learning experiences to support their progress and achievement.

The July 2009 ERO report identified a number of areas for improvement. Progress has been made in developing learning programmes for Years 9 and 10 students, and in providing more leadership opportunities for senior students. This report identifies that the school still needs to make better use of achievement information in Year 7 and 8, and further develop its self-review processes.

### 2 Learning

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

The school is making better use of student learning information to make positive changes to learners' engagement, progress and achievement for students in Years 9 to 13.

Students are appropriately aware of their achievement. Senior students monitor their progress well in attaining credits toward NCEA. Students in Years 7 and 8 spoken with by ERO had a good knowledge of their achievement in relation to the National Standards.

Senior students set meaningful goals for managing their own learning and achievement.

Teachers have made good use of student achievement data to identify the learning needs and abilities of students at Years 9 to 13. School leaders and teachers have introduced useful initiatives to support and extend some students.

Heads of Department present comprehensive reports about student achievement to senior leaders. Many of these reports provide good-quality analysis to inform the setting of useful student achievement targets.

#### *Area for review and development*

Senior leaders and teachers need to make better use of achievement information for priority learners in Years 7 and 8. This should include better identification of students at risk of not achieving, developing targets for their achievement and progress, planning strategies for their accelerated progress, and evaluating the programmes put in place.

### **3 Curriculum**

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

The school's curriculum effectively promotes and supports students' learning.

The curriculum is especially effective in the way that it promotes the development of competent, confident young people who make positive contributions to life, particularly beyond the school.

Students take advantage of the many leadership and service opportunities the curriculum provides. Students spoken with by ERO said they really valued these experiences and the contribution these make to the positive school culture.

Curriculum guidelines are suitably linked to school charter and the New Zealand curriculum expectations. There are very good examples of guidelines for learning and teaching.

Other factors that contribute to curriculum success include:

- good to very good quality of teaching
- strong international student programme
- effective English for speakers of other languages (ESOL) support
- settled classrooms and students on task, with many well engaged in their learning.

Student successes are celebrated in a number of ways, including in assemblies, in newsletters to parents and the community, and by teachers informing parents.

A next step is to develop further students' involvement in designing, planning and assessing their learning to increase their understanding and independence.

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

The board and school leaders give suitable priority to developing a culturally safe and inclusive environment for Māori and their whanaū as part of a plan that is in its early stages of development. The school's next step is to develop shared understandings of how the school's values are linked to those of its whanaū and community.

Māori students achieve highly in all levels of NCEA. This is supported by teachers having high expectations of their learning, and is shown in the school's reporting and review processes.

Māori students spoken with said they felt well supported to achieve as individuals. They liked their teachers and their peers, their views were sought and listened to and they had opportunities for leadership.

The school is working proactively for Māori students to learn more about Te ao Māori and to build staff capacity and resources in this area.

The principal is providing leadership for staff to grow awareness and skills when working with Māori learners and their whānau. This is becoming increasingly embraced by teachers. Students, teachers and leaders recognise the need to expand this further so that it becomes integral to school and class practices.

## **4 Sustainable Performance**

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

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

The board, in consultation with the staff, has established challenging and appropriate long-term aims that give prominence to student progress and achievement, success as Māori, and providing a positive learning environment. Useful annual planning and school processes help the development of these priorities and provide good direction for heads of department, and a sound basis to review against.

The principal and senior leaders have identified some areas for development to strengthen leadership across the school. Significant progress has been made in a number of these areas including specific training for some leaders and improved communication and decision making between all levels of leadership. Leaders and teachers have identified a need to continue improving communication within the staff.

The school is using a number of useful review approaches. This includes using external expertise to review aspects of the curriculum and guide the school's self review. Trustees and senior leaders have included some useful indicators in their annual plan to enable specific evaluation. This includes seeking students' opinions, and using this information for planning and decision making.

Trustees and leaders now need to further develop a systematic framework to guide self review throughout the school. This should include:

- evidence from a range of sources
- measurable indicators of successful outcomes
- thorough analysis of information to lead to well-informed judgements
- results being used to improve student outcomes
- keeping sufficient records to support ongoing self review and show progress over time.

### **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. At the time of this review there were eight international students attending the school. The teachers responsible for the school's international students' programme have developed an effective department self-review process that successfully meets international students' educational, and pastoral care needs.

The school has attested that it complies with all aspects of the code.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

### **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.

**When is ERO likely to review the school again?**

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



Graham Randell  
National Manager Review Services  
Southern Region

1 July 2013

## About the School

Location	Geraldine, South Canterbury	
Ministry of Education profile number	352	
School type	Secondary (Years 7 to 15)	
School roll	576	
Number of international students	8	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	New Zealand European/Pākehā Māori Asian Pacific Other Ethnicities	83% 11% 3% 1% 2%
Review team on site	May 2013	
Date of this report	1 July 2013	
Most recent ERO report(s)	Education Review Education Review Education Review	July 2009 October 2005 June 2002