

Mairehau High School Education Review

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About the School

Location	Christchurch	
Ministry of Education profile number	320	
School type	Secondary (Years 9 to 15)	
School roll	424	
Number of international students	9	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā	66%
	Māori	20%
	Pacific	6%
	Asian	3%
	Other Ethnicities	5%
Special Features	Physical Disability Resource Centre	
Review team on site	October 2012	
Date of this report	4 December 2012	
Most recent ERO report(s)	Education Review	April 2010
	Supplementary Review	March 2009
	Education Review	October 2007

The Purpose of an ERO Report

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.

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1 Context

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

The Mairehau High School culture is welcoming and inclusive. Students are proud of their school, have a strong sense of belonging, and learn in a positive, supportive atmosphere.

A Physical Disabilities Resource Centre provides individual learning programmes and support for students with special needs.

The school maintains and benefits from productive links with external agencies that provide support for student learning and wellbeing.

The Canterbury earthquakes caused disruption to some school programmes and planning. The board and school leaders responded proactively and sensitively to the needs of students and staff during this time.

2 Learning

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

Most students are well engaged in their learning and the wider life of the school.

Teachers have developed extensive knowledge of each learner's needs and strengths. This includes being responsive to their cultures and diverse backgrounds. Teachers regularly share this information to support students' learning across the curriculum. A wide range of learning support programmes are in place to maximise student learning opportunities. This includes programmes for gifted and talented students and targeted support for students with identified learning needs.

The school has well established high quality pastoral care systems that help students maintain a strong emphasis on their learning. Leaders and teachers focus on effectively monitoring and supporting students' attendance at school.

The school has maintained a trend of improvement in student achievement in National Certificate of Educational Achievement (NCEA). Achievement at Levels 1 and 3 is above, and Level 2 compares well with similar schools.

Teachers use a range of nationally referenced assessment tools to monitor student progress and achievement in Years 9 and 10. The school reports that most of these students progress well in literacy and numeracy, which is reflected in improving results in Year 11.

Students with special needs are achieving well against their individual goals and targets.

School leaders and teachers make very good use of analysed student achievement information to design learning programmes and make changes to teaching practices. This information is also well used in setting meaningful student achievement targets. School-wide achievement information is prominently displayed throughout the school, and is regularly shared with the community. It is also well reported to parents and trustees. Student achievement is widely acknowledged and celebrated.

Teachers ensure that students are regularly updated about their individual achievement and progress particularly in NCEA assessments.

Area for review and development

Senior leaders and teachers have established good practices to help build independence in

learning for students in years 11 to 13. This includes goal setting and decision making about their learning. They should now extend these strategies to further develop student self-management of learning in Years 9 and 10.

3 Curriculum

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

The school curriculum is responsive to, and very effectively promotes and supports students' learning. Curriculum documents are strongly aligned with the school charter's vision and values.

Curriculum review is a strength of the school. It is evidence-based and purposeful, and it clearly identifies areas for improvement and development. The curriculum is designed to enable students to have a range of choices across all subject areas. The curriculum provides flexible and meaningful learning pathways to future education or employment. This includes useful links with community organisations and other providers.

Students who spoke with ERO said they valued the wide range of opportunities within and beyond the formal learning programmes. These included sporting, cultural and leadership activities.

Teachers are constantly seeking to improve the effectiveness of their teaching practice. They regularly reflect about the ways they are teaching and use this information to make changes to their practices. Teachers' professional learning and development is targeted, well organised and delivered in a variety of ways to help teachers to improve their practice. Students told ERO that they appreciated the range of ways teachers helped them with their learning.

There is a strong and continuing focus on improving the quality of teaching. Teachers collaboratively work with colleagues to share teaching practices likely to provide the best outcomes for students.

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

The school is highly focused on promoting educational success for Māori. The board, leaders and staff provide:

- a strong commitment across the school
- clear plans and targets
- a range of strategies and programmes
- extensive targeted professional learning for teachers
- a range of ways to engage with whānau.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. School systems and procedures are robust and cohesive.

The school is well led. Leadership practices are research based and designed for the specific needs of the school. Professional leaders articulate high expectations for student learning and achievement, and for teachers as professionals. The leadership team has had a positive impact on the school's improvement.

Self review processes are extensive, well understood and effectively used to inform decisions in all school operations.

Trustees have established a clear vision and values for the school. They are a collaborative team and use their individual skills and knowledge to promote ongoing school improvement, particularly in student achievement. They make good use of reported self review information to inform strategic discussion and decision-making.

Provision for international students

Mairehau High School provides high quality care and education for its international students. Their individual progress and achievement is tracked and support for learning is provided through well planned English for Speakers of Other Languages (ESOL) lessons and in a variety of other ways. Students are well integrated into the school and community.

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 nine international students attending the school.

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.

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