

**Okaihau College  
Okaihau**

**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 Okaihau College

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?**

*E karanga ana ki a Whakarongorua,  
E tū mai nā ki Ōkaihau.  
Hei pokapū, hei pūtake o te Māoritanga,  
Ka tupu, ka toko ake i roto i ngā uri o Ngā Puhi.  
Tū rangatira mai nā!  
Tū whakahīhi mai nā ē!*

Ōkaihau College provides an education for students in Years 7 to 15 who live in the surrounding rural areas and townships. The college has a roll of 436 students, which includes 315 who identify as Māori and of whom, most whākapapa to Ngā Puhi whanui. The current roll includes 19 Tongan students.

An experienced principal, supported by a long serving leadership team and teachers, provides continuity for the school community and students learning. Trustees are representative of the college and its communities, and bring a range of skills and experience to their governance roles.

The college has maintained involvement in the Ministry of Education professional development programme *Te Kotahitanga*. This programme, which is well embedded, aims to promote educational success for all students, particularly Māori as Ngā Puhi. In addition, teachers have undertaken literacy and mathematics professional learning.

The college vision statement '*Ka whiwhi ia tamaiti te taumata, Ka whakanui e ia whānau, Ka whakahatia ia hapori* (Every child succeeds, Every whānau celebrates, Every community strengthens)' underpins the safe and inclusive school culture. Ōkaihau is providing an education where students are experiencing success in their learning and parents participate in celebrating students' achievements.

Trustees, college leadership and staff have responded positively to address and advance the areas identified for development in the 2010 ERO report about self review, college culture and vision, and the raising of student achievement.

## 2 Learning

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

The school together with students, whānau and community has successfully increased student engagement and attendance patterns. Students demonstrate high levels of motivation and pride as active learners and participants in the Ōkaihau College community.

The college uses student achievement information well to review and develop programmes and address the needs of students. Information is particularly well used in identifying students for the literacy and mathematics extension programmes for Years 7 to 10 students. On entry to the school in 2011 most Year 7 students were achieving below National Standards in reading, writing and mathematics. By the end of Year 8 most of these students were achieving at and above National Standards in reading and significant progress had been made in writing and mathematics.

Students who participate in the Extension for Learning and Integrated Option programme show accelerated progress in reading, writing and mathematics. This programme involves students working with their teacher to construct learning goals. Teachers provide frequent feedback and feed-forward on how students can progress their learning.

In Years 9 and 10, achievement information is gathered from a range of national assessment tools and internal school-based tests. Currently heads of departments comment on overall student engagement and learning. School leaders now need to collate and analyse school-wide assessment data and report their findings to the board and community.

National Certificate of Educational Achievement (NCEA) data in Levels 1, 2 and 3 shows that achievement is above that of schools of similar type. This data also indicates that the percentage of students passing NCEA Levels 2 and 3 is trending upwards overtime. An adult literacy programme, which identifies students with specific needs, provides teachers with strategies to improve engagement, participation, and achievement.

College leaders share achievement information with trustees, parents and whānau. Parents have many opportunities to learn about their children's learning including two progress reports each year. ERO and the college identified the need to simplify processes for reporting to parents about student achievement in relation to National Standards in Years 7 and 8.

## 3 Curriculum

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

*'E whai ana te kura tuarua o Ōkaihau ki te rapu oranga, i runga, i te kaupapa okaoranga i roto i te wairua manaaki. Ōkaihau College seeks to prepare students for life through excellent teaching and learning programmes in a caring environment.'*

The Ōkaihau College Curriculum effectively promotes and supports student learning. Teachers work to provide a curriculum that is responsive to, and meaningful for, individuals and groups of students. The programme content in all learning areas is relevant and reflects the local environment and culture of this area.

Teachers plan and implement the school curriculum effectively. They use a wide range of strategies that engage students in purposeful learning. Teachers work cooperatively and have high expectations for student learning. Strong, comprehensive pastoral care and career learning

pathways are features of the college curriculum. Positive relationships among teachers and students enable them to work together to plan learning pathways that assist students to achieve their aspirations.

Strengths of the curriculum include:

- the Rangimarie Unit that provides an inclusive and integrated programme for students with additional learning needs
- curriculum days for senior students which enable them to work with subject teachers to deepen their understanding and knowledge of what they are learning
- separate boy and girl classes, which encourage gender specific learning and teaching practices
- a wide range of co-curricular cultural, sporting and education outside the classroom (EOTC) activities.

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

*‘Ko te reo te Mauri o te mana Māori’ Tā Hemi Henare*

The college effectively promotes educational and cultural successes for Māori students. The principal, head of department, kuia and koroua lead practices and customs which celebrate te reo me ngā tikanga o Ngā Puhi. The college where *Whakarongorua* is central to the presence and visibility of te ao Māori in the college. *Whakarongorua* is a place of learning where te reo is used by kaiako and akongā (teacher and students) to make connections with people, places and artefacts, which are of significant cultural and historical value to Ngā Puhi.

Akongā are confident and stand tall in Ngā Puhitanga. The college values of manaaki, pono, kairangi and tika are expressed by akongā in their actions, participation and attitudes towards their place of learning.

An ongoing focus for the college is to continue to extend and embed teacher and student understanding of a bicultural perspective throughout the college.

### **How effectively does the school promote educational success for Pacific students**

Tongan students are fully engaged and experience success in academic, sporting, cultural and leadership opportunities throughout the college. Parents and fono (family) also participate in college activities and are represented at trustee level.

## **4 Sustainable Performance**

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

The college is well placed to sustain and improve its performance. Factors contributing to this include:

- a newly elected and highly motivated board of trustees
- an experienced, stable and collaborative leadership team
- a flexible and responsive curriculum
- a safe and inclusive college culture
- implementation of constructive self review practices
- positive and respectful relationships with the wider community.

College leaders, trustees and ERO agree that ongoing priorities for the college are:

- to continue trustee training about governance roles and responsibilities with a focus on the board's role in the principal's appraisal
- the development of a systematic approach to self review.

ERO identified the need to strengthen the performance management system at all levels of the college. Particular consideration should be given to ensuring that goals in the principal's and teachers' appraisal are clearly aligned with the college's strategic priority of raising student achievement.

### **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.

A handwritten signature in black ink, reading 'Graham Randell'. The signature is written in a cursive style with a large initial 'G' and 'R'.

Graham Randell  
National Manager Review Services  
Northern Region (Acting)

23 August 2013

## About the School

|                                      |  |  |
|--------------------------------------|--|--|
| Location                             | Okaihau  |  |
| Ministry of Education profile number | 7  |  |
| School type                          | Secondary (Years 7 to 13)                                    |  |
| School roll                          | 436  |  |
| Gender composition                   | Girls 53%<br>Boys 47%  |  |
| Ethnic composition                   | Māori<br>NZ European/Pākehā<br>Tongan                        | 72%<br>24%<br>4%                       |
| Review team on site                  | July 2013  |  |
| Date of this report                  | 23 August 2013   |  |
| Most recent ERO report(s)            | Education Review<br>Supplementary Review<br>Education Review | June 2010<br>May 2008<br>December 2004 |