

Okaihau College

Education institution number:

7

School type:

Secondary (Year 7-15)

Website:

<http://www.okaihau-college.school.nz>

School gender:

Co-Educational

Telephone:

[09 401 9030](tel:094019030)

Definition:

Not Applicable

Address:

58 Settlers Way, Okaihau

Total roll:

328

[View on map](#)

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[Okaihau College - 23/11/2016](#)

Okaihau College

23 Dec 2020

Findings

On the basis of the findings of this review, ERO 's overall evaluation judgement of Okaihau College's performance in achieving valued outcomes for its students is: Developing.

1 Background and Context

What is the background and context for this school's review?

Okaihau College provides education for Years 7 to 13 students. Over 65 percent of students are Māori and mainly whakapapa to te iwi o Ngapuhi. Other students are predominantly NZ European/Pākehā.

The school's whakatauki is 'Ka whiwhia ia tamaiti te taumata. Ka whakanuia e ia whānau. Ka whakahatia ia hapori' (Every child succeeds. Every whānau celebrates. Every community strengthens).

Since November 2017, ERO has been doing a longitudinal external evaluation of Okaihau College. ERO worked with the school providing evaluation support and ongoing monitoring for school improvement.

The ongoing evaluation has included meetings with the board of trustees, Ministry of Education (MoE), the new principal appointed in 2018, the senior leadership team, staff, students and members of the community. ERO provided the board with progress reports following visits in June 2018 and June 2019.

Okaihau College is a part of the Te Arahura Community of Learning|Kāhui Ako.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The priorities for this review were based on the areas for improvement noted in ERO's 2017 report. These priorities were to:

- improve Māori student achievement (success) overall and address in-school disparity between the achievement of Māori and other students
- build connections and consultation with whānau/families and the community to build confidence that the school is supporting 'every child to achieve success'
- use robust evaluation to analyse, gauge, and report progress toward school goals, particularly those to do with improving outcomes for Māori learners.

School leaders and teachers developed action plans to address the three priorities. Regular reports on progress were provided to the board of trustees. Teachers are committed to professional learning, and structural and leadership change to promote improvement in the three priorities.

Progress

Māori Success

Structural and leadership change has benefitted the cultural responsiveness of staff for students. The appointment of the Head of Learning Area Māori as one of two additional leaders to the senior leadership team in 2020, has provided an influential and appreciative Māori lens in senior leaders' key decision making. These additional senior leaders have supportive and strategic roles that allow for a greater focus on Māori success.

Te Ao Māori is beginning to be an everyday and celebrated part of school practices. Schoolwide, students are involved in tikanga Māori, particularly karakia, kapa haka and waiata. Students have tuakana/teina teaching and learning opportunities that promote their confidence and sense of responsibility. These opportunities are enhancing their mana.

Teachers have engaged in professional learning related to Te Ao Maori. They are beginning to use research-based practices to reflect on their teaching and to the extent to which they promote greater student parity in achievement.

The school's wharehau, Whakarongorua, is being used more frequently by whānau, teachers and the school community. Hui, focused on strategies to support students' wellbeing and contribute to improved learning outcomes, have been held regularly.

Māori student achievement and success remains a key priority for school leaders and trustees. The 2019 National Certificate of Educational Achievement (NCEA) achievement information indicate that most students are achieving Level 2, however overall achievement results continue to be low.

NCEA and junior achievement data show there is more work needed for Māori students to attain excellence and equity. Leaders and teachers should also continue to improve the engagement of Māori students in their learning.

Connections with whanau and community

Learning partnerships with whānau have been established through hui with parents and whānau about their aspirations for their tamariki. The school has improved communication with whānau using digital platforms and regular consultative hui.

Teachers are continuing to build their connections with whānau and the community. Teachers and students are involved in community events. The community support the wellbeing of students by providing whānau breakfasts and lunches. Whānau appreciate the school's promotion of learning and community engagement through kapa haka, sport and the hunting and fishing club.

Evaluation to determine and report progress

Achievement information is analysed by senior leaders to identify areas of success and concern. Literacy and numeracy reports are presented to the board annually. There is further ongoing work needed to do with collating, analysing and reporting junior achievement data.

Teachers have clarified the learning outcomes they want to achieve with students. This clarity will help to promote students' ownership of their learning and provide a basis for clearly reporting to parents about students' progress and achievement.

Teachers are beginning to develop a shared understanding of effective teaching practices. The professional learning programmes 'Whakatipu te Kakano' and 'Mauri Ora' are helping them to implement strategies to engage students in their learning. Teachers are developing ways to share and embed effective practices.

Senior leaders evaluate professional learning for teachers. This helps them identify next steps to continue building effective teaching. Senior curriculum leaders have strengthened their evaluative reporting. This means decisions about teaching are better informed to improve students learning outcomes.

Senior leaders have developed strategic planning for improving curriculum, student wellbeing, teaching and learning and community partnerships. The Head of Learning Area Māori reports on Māori success and school initiatives to promote students' wellbeing and learning outcomes.

School leaders should continue developing the evaluation and reporting of student progress and achievement to the board. Lifting overall achievement and increasing achievement in NCEA and University Entrance will help provide more students with greater options in career pathways.

Key next steps

The board, senior leaders and teachers need to continue to:

- ensure effective teaching and learning strategies are consistently applied to improve students' wellbeing and learning outcomes
- develop a responsive curriculum that builds on the interests, capabilities and experiences of students
- develop and promote a learning-focused school culture particularly through Years 7 to 10 of the school.

3 Sustainable performance and self review

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

Progress has been made in all three of the priority areas for improvement. Strategic appointments and ongoing evaluation are helping to promote positive changes in the school with a focus on improving learning and wellbeing for all students.

Key next steps

School leaders should continue evaluating the college's curriculum design and the effectiveness of teaching strategies. This will help to guide ongoing planning and development to improve students' wellbeing and learning outcomes.

4 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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

At the time of the review ERO identified areas of non-compliance related to personnel and health and safety. The board must ensure that:

- persons without a practising certificate are not permanently appointed to a teaching position
[Section 92(2) Education and Training Act 2020]
- it complies with the Ministry of Education guidelines with respect to students' use of firearms on and off the school premises.
Health & Safety at Work Act 2015.

Conclusion

On the basis of the findings of this review, ERO 's overall evaluation judgement of Okaihau College's performance in achieving valued outcomes for its students is: Developing.

ERO will maintain an ongoing relationship with the school to build capacity and evaluate progress.

ERO's Framework: [**Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success**](#) is available on ERO's website.

Steve Tanner

Director Review and Improvement Services (Northern)

Northern Region - Te Tai Raki

23 December 2020

About the school

[**The Education Counts website provides further information about the school's student population, student engagement and student achievement.**](#)