

ERO External Evaluation

Nayland College, Nelson

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Nayland College is a co-educational secondary school in Stoke, Nelson. The roll of 1358 students includes 246 who identify as Māori.

The vision for the school is for 'inspiring people, inspiring learners, inspiring learning'. The school states that its priorities are to build school pride, culture and connections; to improve teaching pedagogy; and to deliver an exciting and engaging curriculum. It aims to achieve this through its values of Success, Opportunity, Ako and Respect (SOAR).

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement and progress in reading, writing and mathematics and the wider New Zealand curriculum for students in Years 9 and 10
- achievement within the New Zealand Qualification Framework
- school leaver qualifications and destinations
- outcomes for target learners in Years 9 to 13
- outcomes in relation to other school targets
- trends and patterns in attendance and student transitions
- outcomes related to engagement and wellbeing.

Since the September 2016 ERO review the school's roll has increased by 30%. Several new leadership and management roles have been created to support this roll increase and consequent rise in teacher numbers. Teachers have participated in Ministry of Education funded professional learning to strengthen pastoral care and relationship-based pedagogy.

The board of Nayland College oversees the governance of Nelson's trades academy and alternative education provision.

Nayland College is a member of Te Kāhui Ako Omaio Ki Tahunanui | Community of Learning.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is well placed to achieve increasingly equitable and excellent outcomes for all students.

Student achievement information since the 2016 review shows that most students in Years 11 and 12 attain the National Certificate in Educational Achievement (NCEA) Level 1 and Level 2 respectively. Almost all students who remain at school until the end of Year 13 gain NCEA Level 2. A large majority gain Level 3. Over time higher proportions of girls have attained NCEA than boys. In 2019 this disparity reduced at each level.

For Māori students who remain at school until the end of Year 13, most gain NCEA Level 2. A greater retention of Māori students to Year 12 and 13 is evident. Leaders are aware of gaps in NCEA attainment between Maori and NZ European students and are addressing this.

Increased engagement in school is evident in improved rates of attendance and increased retention of students to Year 12.

The school's understanding of its equitable and excellent outcomes for students in Years 9 and 10 is less clear. School-wide learning information that is available shows that most Year 9 and 10 students made sufficient or more than sufficient progress against expected curriculum levels in reading, writing and mathematics.

Wellbeing indicators show that almost all Year 9 students reported that they felt settled and had made friends following their induction programme at the school.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is highly effective in accelerating progress for those students who need this and who complete their schooling at Nayland College. As targeted learners progress through the school they are more likely to make accelerated progress and achieve success.

Learning information for 2019 shows that, in writing, 25% of Year 9 students and over 50% of Year 10 students made accelerated progress. In mathematics, accelerated progress was made by 30% of students in Year 9 and over 30% in Year 10.

Almost all target learners in Year 11 achieved Level 1 NCEA. Of the Year 13 students in a specialised work-ready programme, a large majority were in work or further training at the end of the year.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Students are considered central to all school decision making. Each individual is well supported through holistic academic and pastoral pathways for success. Trustees and leaders make deliberate and strategic decisions to direct staffing and other resourcing where it will have the greatest impact for learners. The school's vision and values are highly visible and enacted in all aspects of school life. Māori students experience a strengths-based approach that supports their language, culture and identity. They benefit from a strong focus on growing personal and collective empowerment, leadership and mana. Difference and diversity are valued and celebrated. Students experience an increasing sense of pride and belonging at school.

The curriculum is enabling, relevant and responsive to the aspirations and needs of each student. Innovative curriculum design is underpinned by culturally and locally responsive priorities and is well informed by evidence and research. Students experience varied and authentic opportunities to engage with people and places across the school, region and beyond. A wide range of information from multiple perspectives is gathered and used to inform decisions so that the needs of all learners are met. Students and teachers make good use of feedback and feedforward for improvement. Students are empowered as individuals and are active participants in their learning.

Learning is co-constructed through the practice of ako in the classroom. Teachers make good use of clear, consistent expectations of teaching practice to promote positive outcomes for all students. Strong collegial relationships and focused professional learning support all staff. Teachers have the autonomy to implement learning programmes using their own strengths and passions. The school's caring, collaborative learning community is inclusive of all learners.

The school proactively identifies and draws on community resources to support student achievement, wellbeing and learning pathways. Positive, respectful relationships with parents, whānau, iwi, the community and local businesses have led to effective partnerships for reciprocal learning. Transitions for students into, through and beyond school are well supported by the community and other agencies. A range of effective communication strategies are used to connect with parents about their children's progress and engagement. Strong educationally focused partnerships increase opportunities for student learning and success.

Leaders relentlessly develop and pursue the school's vision, goals and targets for equity and excellence. They have worked to build relational trust at all levels of the school and community to support openness, risk taking and collaboration for improvement. A shared understanding of effective systems and processes has led to school-wide coherence in teaching and management practices. Clear and consistent social expectations support teaching and learning. Leaders identify and develop internal expertise and leadership to ensure that improvement goals are focused and met. The school community works together to achieve its strategic vision for learners.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

To sustain improvement and innovation across the school, trustees and leaders now need to extend aspects of internal evaluation practice. Identifying clear desired outcomes for priority actions, and increasing the use of evaluative questions throughout reviews, would help leaders to more strategically evaluate impact and outcomes for students.

Trustees need to be better assured of achievement and progress by students in Years 9 and 10. Leaders should clarify, evaluate and report reliable achievement and progress information across the New Zealand Curriculum and against the school's valued outcomes.

Trustees, leaders and teachers need to build on the gains made in the conditions for Māori student engagement in school to improve educational outcomes for all Māori learners.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code and has completed an annual self review of its implementation of the Code.

At the time of this review there were 79 international students attending the school.

The school is mostly effective in its process for annual self review. A range of stakeholder perspectives informs the programme. This leads to addressing students' academic and pastoral needs. Self review would be more effective with the development of improved goals, targets and evaluative outcomes.

Students report that they feel well supported to experience success and their wellbeing is promoted. They have the opportunity to fully participate in the wider school and community. The school would benefit from creating further opportunities for international students to meaningfully share their culture with others.

4 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children’s Act 2014.

5 ERO’s Overall Judgement

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

Well placed

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.

6 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- its culture of student-centred decision making, so that students are valued and can succeed as individuals
- an innovative curriculum that authentically engages students in their learning and is responsive to their place and culture
- educationally powerful relationships between teachers, students, whānau and community that generate partnerships to improve equity and excellence for all learners
- leadership that sets clear and coherent conditions for the school’s community to enact the school’s values and achieve its vision for learners.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- extending aspects of internal evaluation to more reliably know about what is making the most difference in learning, engagement and wellbeing for all groups of students, and to ensure ongoing improvement in Year 9 and 10 data analysis and reporting
- continuing to improve achievement outcomes for all Māori students.

A handwritten signature in black ink that reads "Lesley Patterson". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Dr Lesley Patterson
Director Review and Improvement Services (Southern)
Southern Region - Te Tai Tini
10 June 2020

About the school

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