

ERO External Evaluation

Southland Boys High School, Invercargill

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 those students who need it. 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

Southland Boys' High School provides education for boys from Years 7 to 13. Based in Invercargill, the school is attended by boys from around the province, with about 10% staying at the nearby hostel. Approximately one third of the 928 students are Māori.

The school's vision is that Southland Boys' High School "is a place where young men learn to think for themselves, define their role and acquire the tools for the road ahead." The values include compassion, honesty, respect, perseverance, service and responsibility.

The current school goals relate to the areas of literacy, teaching practice, curriculum and pastoral. The 2017 targets are to accelerate the achievement of Years 7 and 8 students who are below National Standards in writing, increase the number of merit and excellence endorsements in NCEA Levels 2 and 3, and to improve attendance at all levels of the school.

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

- achievement in reading, writing and mathematics in relation to the National Standards
- achievement within the New Zealand Qualification Framework
- school leaver qualifications and destinations.

Since the 2013 review there has been a change of rector. At the time of the ERO review, the new rector had been at the school for one term.

The school is a member of the Invercargill Kāhui Āko | Community of Learning (CoL).

Evaluation Findings

1 Equity and excellence – valued outcomes for students

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

The school is generally achieving equitable outcomes for all its students. While some students are achieving excellence, the school has identified, and has a goal that more students should achieve excellence in the future.

The majority of Years 7 and 8 students are achieving at or above the National Standards (NS). In 2016, about three quarters of Year 7 students achieved the NS. Close to half of Year 8 students achieved the NS in writing and mathematics. There is a need for further work to improve the understanding of the NS and the quality of overall teacher judgements, particularly at Year 8.

The available collated and analysed assessment information at Years 9 and 10 indicated that some progress was being made in reading and mathematics, particularly at Year 10. The school has considerable assessment data for individual students. Better use needs to be made of this data to gain a picture of progress and achievement for these cohorts.

Almost all students who leave the school go on to further education, training or employment. More than half of school leavers remain in tertiary education or training after two years.

Although not yet at national expectations, there was a strong improvement in the number of students gaining NCEA Level 2 in 2016.

1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

The school has had some success in responding to Māori and other students whose learning and achieving need acceleration.

There is evidence that interventions aimed at improving results for small numbers of students are successful, especially some literacy interventions.

Māori students achieve as well as other students at most levels.

2 School conditions for equity and excellence

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

The school processes and practices that are effective in enabling achievement of equity and excellence are curriculum, collaborations with the community and stewardship governance.

The school's design and implementation of the curriculum is meeting the boys' needs, interests and strengths. Teachers provide courses that offer flexibility and adapt them to take into account the interests of the current class. There is an intentional school-wide focus on literacy that supports students to learn and consistently use literacy strategies. Boys have access to a broad range of choices within the classroom and through extra-curricular activities.

Students participate in and benefit from a respectful, friendly culture. The strong pastoral care system supports boys to be ready to learn. Attendance, engagement and wellbeing are closely

monitored and followed up when necessary. There are well-considered transitions into and through the school.

Students' opportunities to learn are enhanced through a variety of useful connections and collaborations with the community. Local business groups such as Venture Southland, primary industries and The Warehouse, and liaison with the Southern Institute of Technology provide meaningful contexts for learning. The recently established whānau group is beginning to have an influence on the school's strategic direction. There are positive relationships with other schools, including those in the CoL.

Trustees are highly effective in carrying out their stewardship role. They bring a range of relevant skills and a great deal of governance experience to the board. They are in the process of implementing new systems to better meet statutory requirements and ensure the smooth running of the school. Trustees, together with the rector, have a clear strategic vision and the skills to fulfil it.

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

Further work is needed to improve the capability and capacity of staff, strategic planning and internal evaluation.

The roles and responsibilities of senior and middle managers need to be clarified. Examples of effective teaching practice need to be identified and extended to all teachers. Teaching and learning needs to be better informed by teachers inquiring into their own practice and making improvements as a result. School leaders know that the school is in the early stages of developing a culturally responsive curriculum.

It is an opportune time to revisit the school's strategic direction. The board's vision could be more clearly specified, and taken to the school community for consultation. Trustees need to be assured that school goals and targets reflect the aspirations of the boys and their families. Greater alignment between school, faculty and teachers' individual goals, and regular monitoring and reporting of these will enable trustees to see progress towards school goals and targets throughout the year.

School leaders need to improve leaders' and teachers' understanding and use of internal evaluation practices. There is a need to strengthen the analysis and use of achievement information at class and year levels, and school wide. School leaders and teachers need to ensure that boys make sufficient progress through the junior years so that they can achieve their best in national qualifications. The rector has identified that reporting to the board, including evaluation of faculties, can be improved through greater rigour. Internal evaluation needs to be informed by multiple sources of data, including the views of students about their learning.

3 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 Vulnerable Children Act 2014.

Appraisal audit

The school's 2016 appraisal process did not meet the requirements of the Education Council. However, the attestations completed by the rector since his arrival and the newly developed procedures meet requirements.

Provision for students in the school hostel

The board of Southland Boys High School owns and manages Coldstream Hostel. At the time of this review, there were 94 boarders, representing about 10% of the school roll. Some students reside from Monday to Friday and some are fulltime. The hostel owner has attested that all requirements of the Hostel Regulations are met.

Hostel students are well supported in their learning and pastorally. They benefit from:

- close communication between the school, hostel and with their parents about any concerns
- well-established study routines, academic support and access to school resources when needed
- positive relationships with each other and with hostel staff.

The school has sound systems to ensure the smooth operation of the hostel and students wellbeing. These include a comprehensive policy and procedure framework, good health and safety practices, regular gathering of feedback from students and parents and useful reporting to the board of trustees.

The school's property plan is prioritising the refurbishment and renovation of sections of the hostel.

Provision for international students

The school is a signatory to the Education (Pastoral Care of International Students) Code of practice established under Section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the onsite stage of the review, there were 12 long-term international students. During the school year groups of short-term international students attend the school. International students reside in homestays, the school hostel or with a designated caregiver.

International students are well supported pastorally and with their learning. They are:

- helped to settle into the school
- encouraged to join school activities and feel part of the school community
- given well-planned English language support
- monitored regularly to ensure their learning and wellbeing needs are well met.

Students and their parents, homestay and the hostel matron, are kept well informed about each student's wellbeing and learning.

4 Going forward

Key strengths of the school

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

- stewardship
- curriculum
- collaboration with local education and business.

Next steps

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

- building capability and capacity of leaders and teachers
- reviewing the school's strategic vision and direction
- strengthening internal evaluation.

ERO's next external evaluation process and timing

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



Dr Lesley Patterson
Deputy Chief Review Officer Southern
Te Waipounamu - Southern Region

19 December 2017

About the school

Location	Invercargill										
Ministry of Education profile number	404										
School type	Secondary (Years 7 to 13)										
School roll	928										
Gender composition	Boys: 100%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>32%</td> </tr> <tr> <td>Pākehā</td> <td>61%</td> </tr> <tr> <td>Pacific</td> <td>3%</td> </tr> <tr> <td>Asian</td> <td>3%</td> </tr> <tr> <td>Other ethnicities</td> <td>1%</td> </tr> </table>	Māori	32%	Pākehā	61%	Pacific	3%	Asian	3%	Other ethnicities	1%
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Provision of Māori medium education	No										
Review team on site	October 2017										
Date of this report	19 December 2017										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>2013</td> </tr> <tr> <td>Education Review</td> <td>2009</td> </tr> <tr> <td>Education Review</td> <td>2006</td> </tr> </table>	Education Review	2013	Education Review	2009	Education Review	2006				
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