

ERO External Evaluation

Logan Park High School, Dunedin

Summary

At the time of this review, the school had a roll of 553 students. This included 47 Māori students. The school roll has remained relatively stable over time, and includes students from across a wide geographic area.

Two co-principals had recently been appointed at the time of this review. These principals had been in acting leadership positions since 2016. There have also been other changes to staffing, including a number of new middle leaders.

The school has close connections to other educational providers, including the Otago University and local contributing schools. It is a member of a Kāhui Ako | Community of Learning, which is in the early stages of development.

Since the 2013 ERO external evaluation, the school has sustained its positive learning environment and has continued to develop consistent and collaborative teaching and learning practices.

How well is the school achieving equitable outcomes for all children?

The school is effectively achieving equitable outcomes for most students. Teachers and school leaders are highly responsive to individual and groups of Māori and other learners who need additional support to be successful learners.

A strong culture of inclusiveness and acceptance of diversity has been maintained over many years. This contributes to positive relationships and high levels of student engagement. Student wellbeing is prioritised and suitable support is accessed by the school to ensure students' needs are met.

The school is improvement focused, with good systems to monitor and support students' progress and achievement. Successful student achievement has been sustained over time. There are ongoing high expectations for student learning and engagement.

School leaders agree that the key future priorities are to continue to extend ways teachers support student learning and wellbeing, build internal evaluation practices, and refine the school's strategic planning.

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

Equity and excellence

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

The school has a strong focus on, and effective systems to respond to, Māori and other students whose learning and achievement need acceleration.

School leaders and teachers have implemented a range of programmes and targeted interventions to achieve positive outcomes for students. Leaders are strongly focused on providing extensive opportunities for all students to reach their potential. Students who require specialist services are very well supported.

Students achieve highly at Level 1, Level 2 and Level 3 of the National Certificate of Educational Achievement (NCEA). Trends over time for NCEA levels 1, 2, 3 and University Entrance reflect sustained levels of high achievement overall. Very good NCEA Level 1 literacy and numeracy achievement has been continued over recent years. In 2016, the school gained a significant number of New Zealand scholarships. This continues a history of ongoing high achievement of scholarships over many years.

School information for students in Years 9 and 10 indicates that significant proportions of students make progress and are achieving at expected levels based on the New Zealand Curriculum guidelines.

There is increased sharing of assessment information across teaching teams to help all teachers to know about each student's abilities and needs, and to inform curriculum planning. Collective responsibility to measure and monitor student progress is highly responsive to individual learners' needs.

While some Māori students achieve at lower levels teachers are actively addressing this through a variety of targeted interventions for each individual student.

The school is positively promoting educational success for Pacific students. Senior leaders regularly monitor and track Pacific students' progress, achievement and attendance.

School conditions supporting equity and excellence

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

The school has many effective processes that enable achievement of equity and excellence.

The school's curriculum is highly responsive and has a strong focus on developing 'learning to learn' capabilities for all students. A range of effective strategies are used to support students' thinking and is evident in all learning areas. There is a culture of high expectation for teaching and learning across the school.

Teachers are flexible in the ways they plan to meet the needs and interests of individuals. They make good use of learner views to inform curriculum planning and enactment.

A key feature of the school is the caring, collaborative and inclusive learning community. There is a cohesive and integrated approach to pastoral care and learning support. Students and parents' views are regularly sought and responded to as part of the school's planning process. Community connections and collaborations contribute to enriching learning opportunities for students.

The leadership team is strengths-based and is building relational trust across the school. There is a collective focus on continuous improvement through reflective practices. Teachers are provided with targeted professional learning opportunities, including ongoing building of culturally responsive teaching practices.

The school is continuing to build robust systems that provide a relentless focus on tracking and monitoring students at risk of not achieving. The board is kept well informed about the learning and progress of these students.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

The school has identified, and ERO agrees, that the school needs to continue to build internal evaluation understanding and practices.

School leaders and teachers should continue to extend processes that effectively support the engagement, achievement and progress of all learners.

The board should also further develop the school's strategic and annual plans to ensure that the achievement of the school goals can be easily measured.

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
- 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.

Provision for international students The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review there were 23 international student attending the school.

The school is highly effective in providing pastoral care, good quality education and ESOL tuition for its international students. Students are included and well supported to integrate into the school and local community. The school provides regular opportunities for international students to provide feedback about their learning and wellbeing.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

The school is well placed to accelerate the achievement of all learners.

Learners are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

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



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Deputy Chief Review Officer Southern
Te Waipounamu - Southern Region

13 November 2017

About the school

Location	Dunedin
Ministry of Education profile number	376
School type	Secondary (Years 9 to 13)
School roll	553
Gender composition	Boys 50% Girls 50%
Ethnic composition	Māori 9% Pākehā 78% Pacific 2% Asian 9% Other ethnicities 2%
Provision of Māori medium education	No
Review team on site	September 2017
Date of this report	13 November 2017
Most recent ERO reports	Education Review June 2013 Education Review September 2009 Education Review August 2006