

ERO External Evaluation

Nayland College, Nelson

External evaluations give parents 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 students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school:

School Context

Nayland College is a co-educational secondary school in Stoke, Nelson. The roll of 1358 students

The vision for 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:

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

Since September 2019, 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.

Evaluation Findings

1 Equity and excellence

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.

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:

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

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

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

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performance in achieving valued outcomes for its students is:

Well placed

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Next steps

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

- x extending aspects of internal evaluation to more reliably know about what is making a difference in learning, engagement and wellbeing for all groups of students to ensure ongoing improvement in Year 9 and 10 data analysis and reporting

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Southern Region Te Tai Tini
10 June 2020

About the school

[student engagement and student achievement.](#)