

Lindisfarne College Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance
- School Statistics

1 Context

What are the important features of this school that have an impact on student learning?

Lindisfarne College is an integrated secondary school catering for boys from Years 7 to 13. Its special character and vision are expressed through the mission statement 'To provide a balanced education for boys in a Christian setting, emphasising excellence'. The four cornerstones (academic, cultural, sporting, spiritual) provide a framework for students to participate in a broad range of activities and experience success.

At the time of this review there were 496 boys on the roll, and 11% identify as Māori. Approximately half the boys live in the school hostel on site, with equal numbers of weekly and fulltime boarders. The diversity of student backgrounds has increased over time.

Ongoing investment in learning facilities by the college council has led to the addition of new sports fields and several new and refurbished classrooms. Further resourcing has seen the introduction of e-learning and an increase in digital technology in classrooms. More students are now bringing their own digital devices to support their learning at school.

Involvement with the International Boys' Schools Coalition provides opportunities for professional development and to share best practice.

The college has appointed several new staff since the December 2011 ERO report. It has a good reporting history.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The college uses achievement information effectively to make positive changes to learners' engagement, progress and achievement. Most students achieve at levels well above national expectations.

A comprehensive range of achievement information is collected when students transition into the college. Those who require accelerated progress in literacy and mathematics are identified for targeted support. By the end of Year 8 nearly all students are achieving at or above in relation to National Standards in reading, writing and mathematics.

Students in Year 10 have opportunities to gain credits towards success in the National Certificate of Educational Achievement (NCEA). Groups are identified for accelerated progress in preparation for Year 11. Many with identified strengths are extended through early NCEA entry. For some this enables a broadening of subject options.

Senior staff, deans and academic mentors identify senior students at risk of under-achievement. They closely track and monitor the progress of individuals. This enables teachers to make well informed decisions about the support or extension these students may require.

Almost all boys experience success across the three levels of NCEA. The college's results are well above those of comparable schools and all schools nationally. Increasingly high percentages of students are gaining Merit and Excellence endorsements. Māori students achieve similar levels to their peers at NCEA Levels 1 and 2 and for university entrance. In recent years the number of scholarships students achieve has increased.

Parent partnerships are promoted through regular face-to-face meetings enhanced by the use of digital technology. Sharing of learning information is immediate, responsive, useful and informative. Parents regularly receive reports that provide them with useful information about their sons' progress and achievement.

The college council and board of trustees receive regular and detailed information about students' achievement and progress. This ensures they are able to measure progress towards their strategic goals and inform leaders' decisions about programmes and resources. The board and council are focused on promoting learning and wellbeing, particularly for boys identified as requiring additional support.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The Lindisfarne College curriculum is highly effective in promoting and supporting student learning.

Students thrive in a culture of high expectations, strongly focused on excellence in academic achievement. The development of curriculum programmes and learning pathways is in response to the aspirations of students and caters successfully for their increasingly diverse needs. Ongoing curriculum and teacher development is well informed by current research and best practice. The key competencies of The New Zealand Curriculum are successfully integrated into faculty and teacher planning.

Students value the opportunities to be successful in a range of sporting, musical and performing arts endeavours. They experience a strong sense of connection and belonging to the college. Students feel valued and well supported. Boys express pride in their achievements and enjoy the sense of brotherhood and family. Retention of students at the college is high.

Staff demonstrate strong commitment to the holistic development of boys. The pastoral team have well defined systems and processes that effectively support students' welfare. Strategic plans and their implementation appropriately prioritise the promotion of students' wellbeing for success.

Teaching practices promote high levels of engagement and achievement. This is evident in:

- positive, affirming and mutually respectful relationships with students supporting each other in their learning
- teachers building on prior knowledge and making connections to future learning
- regular use of oral feedback with appropriate use of questioning to challenge and extend students' thinking
- valuable in-class learning support from teacher aides for targeted students.

The recent introduction of digital tools has provided more opportunities for students to take increased ownership and responsibility for their learning. School leaders are developing an elearning strategy to empower learners and guide teachers to make the most of new teaching opportunities.

Strengthening the effectiveness of teaching practices is well supported by professional

development and appraisal processes.

How effectively does the school promote educational success for Māori, as Māori?

The school is well placed to strengthen the educational success for Māori, as Māori.

High levels of Māori student achievement have been sustained and improved since the previous ERO report. Data is closely tracked and monitored by senior leaders, who focus on supporting the academic success and wellbeing of Māori learners.

The number of Māori students on the school roll is gradually increasing. There is a continued focus on building partnerships with parents that supports their sons' learning.

The college provides courses for students to learn te reo Māori at all levels of the school. Students have opportunities to be involved in kapa haka, Ngā Manu Kōrero and cultural leadership.

Te Whaiti Nui-a-Toi Scholarship scheme successfully provides financial support for Māori students with identified educational potential to access places at the college.

The recently appointed head of Māori, supported by a new kaumatua in 2015, should provide the college with an opportunity to build on established links and develop new connections with hapū and iwi.

It is timely for the school to set a strategic direction for the success of Māori students as Māori. Consulting whānau and involving them in the decision-making process should provide a good platform for future developments.

4 Sustainable Performance

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

Lindisfarne College is very well placed to sustain and improve its performance.

Strategic planning by school governors continues to support improvements in educational outcomes for students. The rector and school leaders articulate high expectations for student learning and achievement, and of teachers as professionals. They successfully promote a positive learning environment and inclusive culture.

Senior staff rigorously inquire into the impact of whole school initiatives on students' learning. These reviews support good strategic decision making that contributes to continued improvement over time. Departmental self review is developing through the use of teacher inquiry and research.

The next steps are to promote school-wide evaluative inquiry that involves a shared and agreed approach to planned self review. This should enable teachers to gain greater insights into the quality of teaching programmes, initiatives and interventions.

A robust performance management process is improvement focused. Leaders have identified, and ERO agrees, that strengthening teachers' capacity to inquire into the effectiveness of their practice, will further improve students' progress and achievement. The use of Tātaiako – Cultural Competencies for Teachers of Māori Learners should help strengthen teachers' capacity.

Strong links with parents and the wider school community build a successful partnership that supports students' wellbeing and learning.

Provision for international students

Lindisfarne College is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. The college has attested that it complies with all aspects of the Code.

At the time of this review, the college had 20 international students. The largest group is from the Pacific French Territories and most live in the school hostel.

Senior students make good progress and perform well in NCEA. They have opportunities to participate in a wide range of sporting, cultural and performing arts programmes.

Provision for students in the school hostel

Lindisfarne College hostel accommodates 245 boarders, approximately half the school roll. It is owned by Lindisfarne College. The hostel owner has attested that all the requirements of the Hostel Regulations are met.

The hostel forms an important part of the tradition of the school and strongly reflects and reinforces its values and special character. Transition into the hostel family is well managed and students settle quickly.

The physical and emotional wellbeing of students is a high priority. Well established systems and processes ensure that students' welfare is effectively supported.

Boarding students have access to all aspects of the school's recreational, sporting and performing arts facilities. There is an appropriate focus on academic progress and achievement. Supervised study encourages sound work habits. Additional learning support is available for students who require it. Hostel living integrates seamlessly with the learning side of the school. All hostel managers are teachers.

Carefully-selected and experienced staff are committed to sustaining and improving a positive living environment that complements students' learning. Hostel staff and their families, the hostel manager and matron all live on site. They are accessible and develop respectful and trusting relationships with students. Boarders value and appreciate the supportive family-like atmosphere.

Parents are well informed through a range of communications about hostel activities and their sons' progress. Feedback from boarders about hostel systems and relationships is regularly sought and responded to.

The current review should set the long-term strategic direction for the hostel and boarding and guide future decision-making.

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.

Conclusion

Lindisfarne College's special character and vision focus on strong values and excellence. The curriculum is highly effective in promoting student learning. Students thrive in a culture of high expectations, strongly focused on excellence in academic achievement. The college is very well placed to sustain and continue to improve its performance.

ERO is likely to carry out the next review in four-to-five years.

Joyce Gebbie
National Manager Review Services
Central Region

29 October 2014

School Statistics

Location	Hastings	
Ministry of Education profile number	230	
School type	Integrated Secondary (Years 7 to 13)	
School roll	496	
Number of international students	20	
Gender composition	Male 100%	
Ethnic composition	Māori	10%
	NZ European/Pākehā	85%
	Other ethnic groups	5%
Review team on site	August 2014	
Date of this report	29 October 2014	
Most recent ERO report(s)	Education Review	December 2011
	Education Review	November 2008
	Education Review	August 2005