



**Education Review Office**  
Te Tari Arotake Mātauranga

**Bream Bay College**  
**Ruakaka, Northland**

**Confirmed**

**Education Review Report**

# Education Review Report

## Bream Bay College

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

## Findings

### 1 Context

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

Bream Bay College is a co-educational, Year 7 to 13 school that provides education for the young people of the Ruakaka district of Northland. The school has a bilingual unit for Year 7 and 8 students. Māori students comprise forty percent of the school's roll which is mainly Pākehā.

The school aspires to foster a culture centred on respect, citizenship and achievement. Their vision is to develop well-rounded, innovative and culturally responsive thinkers, who contribute to a diverse world.

The school leadership team has focused on further developing collaborative approaches to improve learning outcomes for all students. In 2016, Bream Bay College joined a global education network, New Pedagogies for Deep Learning (NPDL). This initiative provides a framework for teaching and learning that focuses on developing skills and attitudes of deep learning competencies (6C's).

ERO's 2014 report recommended that the school strengthen internal evaluation to better respond to those students whose learning needed acceleration. It also identified that the board of trustees needed to report to the Māori community on the success of Māori students, including a focus on accelerated achievement for Māori boys. Trustees and senior leaders are making good progress in these areas.

### 2 Learning

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

The school uses achievement information very well to make positive changes to learners' progress and achievement.

The school gathers a variety of data that builds a holistic achievement picture of each student over time. This includes information on their attendance, competencies, co-curricular involvement and academic progress. Reports developed are used by leaders, teachers and students to improve learning outcomes, particularly for those students who need their progress and achievement accelerated.

Student achievement in the *National Certificates of Educational Achievement* (NCEA) Level 2 declined in 2015 and regained some ground in 2016. Māori student achievement at this level has been increasing each year.

Leaders and teachers are implementing initiatives to reduce disparity.

These include vocationally-based pathways to qualifications and a focus on innovative practices (NPDL) to help promote engagement and accelerate progress.

The increasing numbers of students at Level 3 show positive shifts in their achievement levels.

Literacy and numeracy levels attained are consistently high. Leaders identify the challenges of students transferring these skills across the curriculum. Academic coaching is occurring at all levels but these processes could be more systemically developed to assist all students to understand their learning needs and strengths, especially at senior levels as they move from Level 1 to Level 2 NCEA.

Year 9 and 10 literacy and numeracy achievement information is collated and analysed to inform class programmes. This achievement is aligned with curriculum levels and the Junior School Diploma.

In Years 7 and 8, overall achievement in reading, writing and mathematics has remained relatively good over the last three years. However, there are some disparities in achievement at Year 7 and 8. The percentage of Māori students achieving National Standards is below the figure for all students achieving in reading, writing and mathematics. Some gender based differences are also in girls' achievement exceeding that of boys in writing and reading.

Teachers and leaders are initiating inquiries into the effectiveness of their current practice and to identify how they could address identified disparities and accelerate students' progress and achievement.

Students with additional learning needs and abilities are well supported by teachers and support staff. There is effective liaison between specialists and other resource personnel. The Accelerated Learning Centre makes a significant contribution to the educational success of many students. Their strategic and deliberate focus to support students through innovative approaches and targeted learning programmes helps bring about positive learning outcomes for students.

School leaders have identified they need to align the Junior Diploma with National Standards to provide greater clarity for students and parents about achievement.

### **3 Curriculum**

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

The Bream Bay College curriculum supports and promotes student learning effectively. The curriculum is aligned to *The New Zealand Curriculum* (NZC) and increasingly to vocational and other pathway options. Teachers make learning meaningful and relevant for students in programmes that encourage creativity and collaboration.

Good quality teaching practices support the engagement and achievement of students across the school. Teachers are effectively using the New Pedagogies for Deep Learning (NPDL) to enrich student learning opportunities. These strategies support the engagement and learning of students, encourage collaboration and assist students to manage their own learning. Students have

opportunities to learn in a range of authentic and community focused programmes using a range of technologies.

Learner focused relationships are acknowledged as the basis for effective learning. School leaders are investigating ways to seamlessly link the curriculum from Years 7 to 13 through their deep learning approaches.

The school successfully uses its Year 7 to 13 structure to enhance learning opportunities for Year 7 and 8 students through access to specialist teachers in many curriculum areas. Cross curricular connections give additional breadth and depth to student learning and engagement. Teacher strengths are used in a range of ways in the school's curriculum and to respond to the diversity of student interests and needs.

The college offers a wide range of co-curricular activities. There are opportunities for students to build leadership capability and social competencies. The school has a variety of cultural, academic and sporting events that celebrate and promote student achievement.

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

The school is increasingly effective in promoting success for Māori students. The conditions for Māori students to succeed in their identity as Māori are improving and well supported by trustees, senior leaders and staff. The school is becoming more deliberate and strategic in promoting success for Māori learners. School leaders and teachers are working to address Māori boys' disparity levels in school achievement.

Māori students report feeling more included in the life of the school and are well represented in leadership roles. Links with local iwi, marae and kaumātua are being strengthened. Te reo Māori is available through to Year 13. School kawa provides opportunities for students to lead karanga, whaikorero, waiata and haka.

Teachers and leaders are continuing to foster relationships and build learning focused partnerships with whānau and the Māori community for the benefit of students' learning and future pathways.

## **4 Sustainable Performance**

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

The school is well placed to sustain and improve its performance.

Sound governance is evident. Board decision-making is focused on improving outcomes for all students. Trustees are well informed about curriculum developments and student achievement. School systems and structures are coherent and aligned to school priorities.

School leadership is effective. The senior leadership team uses a range of strategies to establish a purposeful and successful learning environment. They use current educational research to build capability across the school through whole staff professional learning and performance management systems. Leaders of learning across the school are developing a range of innovative approaches and practices to improve outcomes for students.

ERO and school leaders acknowledge the importance of continuing to embed teaching as inquiry approaches to strengthen the school's evaluation culture.

## 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 the review there was one international student attending the school.

The school provides its international students with a good standard of education. Students benefit from the school's pastoral care systems and the opportunities to participate in school activities. The school's monitoring systems and internal evaluation processes are effective.

## 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

Students at Bream Bay College benefit from a broad, relevant curriculum that supports their learning and includes a wide range of co-curricular programmes and leadership opportunities. Good quality teaching practices support the engagement and achievement of students across the school. School leaders continue to seek out new approaches and opportunities to improve outcomes for students.

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



Violet Tu'uga Stevenson  
Deputy Chief Review Officer Northern (Acting)

10 July 2017

## About the School

Location	Ruakaka, Northland	
Ministry of Education profile number	20	
School type	Secondary (Years 7 to 15)	
School roll	505	
Number of international students	1	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	Māori Pākehā Pacific other ethnicities	42% 50% 2% 6%
Special Features	Bilingual Unit Years 7 and 8	
Review team on site	May 2017	
Date of this report	10 July 2017	
Most recent ERO report(s)	Education Review Education Review Education Review	June 2014 February 2012 November 2008