

RANGIĀTEA

HASTINGS BOYS' HIGH SCHOOL

CASE STUDY

The Rangiātea project consists of case studies and exemplars from five secondary schools, each of them on a journey towards realising Māori student potential. The case studies look at the strategies used by the school leadership team and report on the key factors that contributed to lifting Māori student achievement. The exemplars step through how a particular programme has been used successfully in each school.

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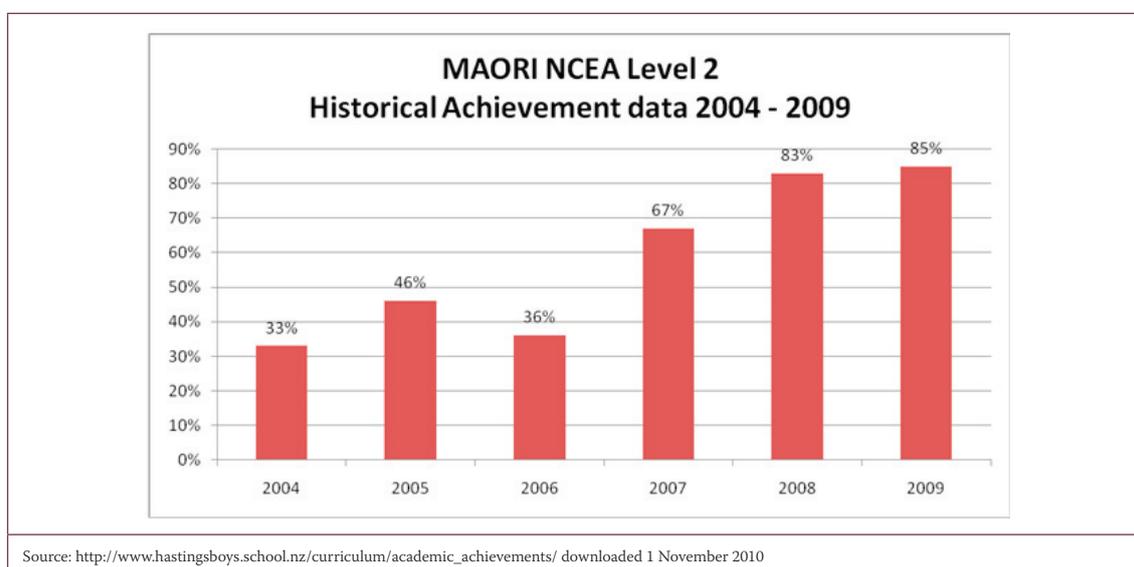
Hastings Boys' High School

CASE STUDY

INTRODUCTION

Hastings Boys' High School (HBHS) sets high expectations for all students, including Māori students. Māori achievement is high at this decile 2, single-sex, boys' school, where 45 percent of the school roll of nearly 700 students are Māori. Since 2004, there has been an overall upward trend in Māori student achievement. In 2009, Māori students achieved an 85 percent pass rate at National Certificate of Educational Achievement (NCEA) Level 2 and an 87 percent pass rate at NCEA Level 3.

FIGURE 1 Māori NCEA Level 2 achievement data from 2004–2009



The Education Review Office (ERO) made special mention of the high level of academic achievement in its most recent report on the school:

The percentage of students achieving national qualifications, from those who participate, well exceeds national figures for boys' schools at Levels 1, 2 and 3. This is also the case for Māori and Pacific students, where significant improvement over time is seen. These young men achieve at least as well as their peers in many indicators of success. [ERO, 2010]

A distinctive feature of HBHS is that Māori achievement is not treated as a problem or deficit. The school-wide systems and processes that support all students, coupled with a specific focus on Māori students and whānau engagement, are the foundation for significantly raising Māori achievement.

The overall school systems are designed to provide a rich, timely and holistic picture of students' academic, social, cultural and pastoral care information, as the basis for decision making and action. Catering to the specific learning needs of boys is a core focus of professional development and teacher practice.

This case study focuses on a small selection of school systems, processes and programmes that support educational achievement including: student transitions at Year 9; student attendance; pastoral and careers education (PACE); monitoring of student achievement through the student information

management system (KAMAR) and common assessment tasks (CATS); supporting students to complete assessments (On Track); and the articulation, promotion and acknowledgement of achievement (Junior Graduation Programme).

METHODOLOGY

HBHS was one of five mainstream schools selected for the research because it had shown an overall upward trend in Māori student achievement and higher-than-average Māori student achievement in 2009 for NCEA Levels 2 and 3. It also offered a different research context from other schools in the study as a decile 2, single-sex, boys' school. Researcher engagement with the school occurred from 3 May to 22 June 2010 and involved two data collection phases. Information collected was based on the areas the school identified as important to support Māori student achievement. An information sheet was provided to all interviewees and informed consent obtained from all research participants.

After the first phase of data collection, the researchers developed a summary of the key themes emerging from the interviews for the Ministry of Education, which commissioned the study. This summary helped identify priority areas of interest for the second round of data collection. Phase two of the data collection focused on (a) how school leaders enable Māori student achievement and (b) a specific initiative or approach developed in the school to drive Māori achievement.

Individual interviews and group discussions with students, whānau and teachers were the main data collection methods. Individual interviews generally ranged from 30–60 minutes, while focus groups took between one to two hours. A total of 30 interviews were undertaken, including interviews with the senior management team, deans, teachers, careers advisors, students and whānau. In addition, the school made available a range of school documentation and other information was sourced from the school website and school newsletters.

RESEARCH CONTEXT

HBHS is a decile 2, single-sex school catering for students from Years 9–13. In March 2010 it had a school roll of 661. The student ethnicities are: 49 percent NZ European; 45 percent Māori; 12 percent Pacific; and 3 percent are from other ethnic groups (ERO, 2010).

More than 100 years old, HBHS affirms its traditional school values with a highly visible emphasis on discipline, respect and tolerance of others.



Every student has the opportunity to succeed, supported by strong systems and technologies and innovative teaching and learning programmes. These include a sports academy, extension classes, alternate qualification pathways and Māori and Pacific language studies programmes:

The school's young men are ably supported and encouraged to accomplish success in a wide variety of academic, cultural and sporting pursuits. [ERO report, 2010]

Sports is a huge attraction for our kids. Many of the boys come here to be part of an elite sports programme, a winning team. [Whānau]

The school has seen a steady increase in the proportion of Māori students attending the college. For many Māori whānau, HBHS is the school of choice—despite the considerable financial burden for some whānau of the cost of transport, in particular from Flaxmere to Hastings. Whānau consider the financial sacrifice worthwhile, as they are investing in a school culture that celebrates boys, embraces Māori culture and instils values such as discipline, respect and good character—all of which supports boys’ learning:

We send our boys here for the opportunities the school provides. [Whānau]

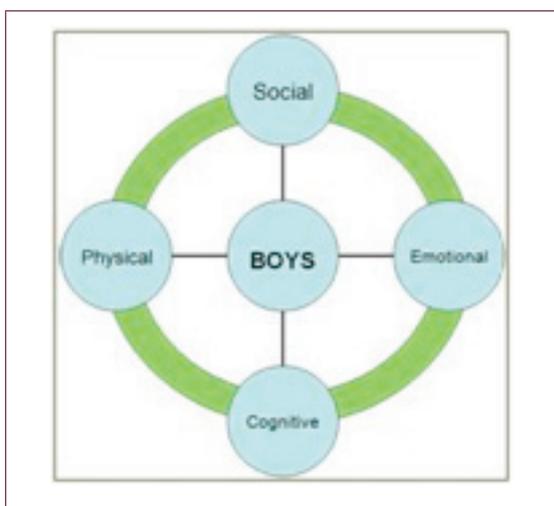
The teaching style caters for boys, and I particularly like that it’s okay to be Māori. [Whānau]

The current headmaster took up the position in 2002, becoming only the fifth person to do so in the history of the school. At the same time, it was also fortuitous that a change to achievement standards provided the newly appointed headmaster with an opportunity to build a picture of achievement over time and to develop school-wide systems to monitor student achievement:

I was quite lucky in some ways because we had moved from the old school certificate and bursary to achievement standards, so I had a slightly clean slate on achievement and on unit standards, and that enabled us to build a real picture about achievement over time. So we were able to build in a strong tracking and identification process of those boys we didn’t need to worry much about and those boys we really needed to do everything possible to get over the finishing line. [Headmaster]

The school has a strong pedagogy that informs teaching and learning, which is based on how boys learn—taking in to account social, emotional, cognitive and physical aspects.

FIGURE 2 Professional development and pedagogy model of the aspects affecting boys as learners



Source: Barret, G. (2010). *Boys Achieving at Hastings Boys’ High School* (p. 7). Unpublished document. Hastings: Hastings Boys’ High School.

School-wide systems and processes support Māori student achievement. The school consistently uses student information management technology, coupled with regular vertical and horizontal feedback processes. In tandem, these processes are the lifeblood of the communication processes that underpin student achievement.

The senior management team, led by the headmaster, comprises three deputy principals and one assistant principal, each of whom are responsible for a portfolio, a faculty and one or more year levels.

TABLE 1 Description of the roles of the senior management team

HEADMASTER				
Senior management team	Deputy principal	Deputy principal	Deputy principal	Assistant principal
Portfolios	Day-to-day running of the school	Student welfare	Curriculum studies	Māori students
Faculties	Technology PE	Social Science Sciences	Maths English	Arts Māori
Year levels	Year 12 Year 13	Year 9	Year 11	Year 10

Each senior manager is in charge of a year group, so there is an overarching umbrella there. Then we have a strong teaching and learning committee that oversees curriculum; we have a good dean structure ... and we are not too big in that, with 50 teachers, we know if a teacher is struggling. [Headmaster]

Establishing goals and expectations enhances Māori student achievement

Systems and structures focus all school staff on student achievement

Clear expectation that Māori students can and will achieve

Strong focus on attendance

The headmaster and the senior management team have high standards and expectations for students and staff. They have developed systems and structures that focus all school staff on achievement by all students, particularly Māori students—to support students to be the best they can be:

The expectation of the school is that all students achieve to their best. We see it as our duty to ensure their achievement. [<http://www.hastingsboys.school.nz/curriculum/downloaded> 1 December 2010]

First of all, we never mention decile: any comparison of achievement is always compared to the national mean ... and it's about working with what you have been given. Let's forget about whatever we can't change; whatever the circumstances they come from—and they can be really the most supportive and the most dysfunctional—but when they come here that's what we have been given. Let's not make any excuses and let's find as many strategies and processes and things to make it work. Really, it's just a nondeficit thinking model. [Headmaster]

In 2010, the school-wide goals set and agreed by the headmaster, senior management team and the board of trustees (BOT) for HBHS were:

- maintain or improve current NCEA level of achievement at Levels 1, 2 and 3 and University Entrance (UE)
- successful involvement and introduction of Te Kotahitanga
- readiness for *The New Zealand Curriculum* in Years 9 and 10
- career focus in all learning areas
- ICT-rich learning environment
- co-curricula strength.

For each of the school-wide goals, there are related goals that provide a more specific focus for planning and educational activities. For example, the goals of careers education is to make school:

- more relevant to students
- align their educational and career goals
- contribute to a positive school experience
- provide opportunities for parents to engage with their sons in decisions about study choices, course options and educational pathways.

There is a clear expectation that Māori students can and will achieve and this is communicated clearly to students, their whānau and school-wide to all staff:

They want you to do well and they help you to do well. [Year 13 student]

I have an expectation of boys coming through the gate and I'm not going to lower those standards. This is what I expect from my form teachers, from my deans and from the student council ... They know that and the system backs everyone up, and there are guidelines and expectations for each of those groups of people as you go up and down the system. [Deputy principal]

Attendance is a priority goal of the school, and there is a stated expectation that students will achieve a minimum rate of 80 percent attendance:

If they drop beneath 80 percent [attendance] then it doesn't matter if you are in the First 15 or you are just starting out in Year 9, you are going to go through the same process. You are going to get a letter home, you are going to miss out on your class trip or your First 15 trip or whatever. [Assistant principal]

Attendance is monitored on a daily basis, and all unexplained absences are followed up on. Throughout the day, attendance is monitored on a period-by-period basis. School-wide attendance information is reviewed on a daily basis by the senior management team:

The boys have got to be here. If they are here, half the job is done, and the boss hammers that every day just about. [Assistant principal]

Staff are fully aware of achievement expectations in relation to Māori students:

One of the things you will see is the school-wide achievement goals for Māori are no different than for Pākehā students. It's 80 percent; that's what we expect. It's not 80 percent for Pākehā and 50 percent for Māori. Our PI goals are also the same—80 percent. [Assistant principal]

The school has invested in Te Kotahitanga teacher professional development to be more responsive to the aspirations and needs of Māori learners and the school's goals in relation to Te Kotahitanga are published on the school's website and throughout the school.

TABLE 2 Te Kotahitanga school aims

What does Te Kotahitanga look like in our school?	
The goal	To raise and sustain Māori achievement within the school by supporting staff to change classroom pedagogies to become agentic and enable them to deliver the curriculum from a discursive teaching position.
	HIGH CARING + HIGH LEARNING EXPECTATION = STUDENT ACHIEVEMENT
Te Kotahitanga	As a school we are committed to providing the best possible learning environment for all of our students. This programme will help us as a school to facilitate the aim of raising student achievement with an emphasis on Māori student achievement.

Source: http://www.hastingsboys.school.nz/curriculum/special_features/te_kotahitanga/what_does_it_look_like_in_school/ downloaded 1 April 2011

Further, a stated school-wide goal is to achieve the successful introduction of Te Kotahitanga into the school and to secure staff involvement in it:

Many Māori parents have had a bad experience of schooling, so when you see them introduce Te Kotahitanga it shows you that they want the best for our kids and are willing to do something about it. [Whānau]

The school website contains NCEA results that are broken down to show Māori and Pasifika student achievement for Levels 1, 2 and 3 and UE for the previous year and over time (from 2004–2009). Maintaining or improving on the previous year's results provides benchmarks for the coming year. As already observed, student achievement levels are high for all students, and particularly for Māori and Pasifika students, as Table 3 shows.

TABLE 3 NCEA Levels 1–3: 2009 (national average boys' schools' pass rates in brackets)

Ethnic group	% Level 1 pass	% Level 2 pass	% Level 3 pass	% UE pass
All	85.6 (66.3)	83.3 (70.1)	90.2 (61.7)	62.9 (57.3)
Māori	89.3 (51.2)	89.7 (58.3)	87.0 (45.6)	52.2 (35.4)
Pasifika	80.0 (45.0)	73.7 (49.3)	83.3 (37.3)	38.5 (29.7)

Source: http://www.hastingsboys.school.nz/curriculum/academic_achievements/ downloaded 1 November 2010

The lifeblood of the school is a system of high-quality information with feedback loops that forms the basis of student monitoring and follow-up. The school takes immediate action to keep students on track. The headmaster and senior management team, in conjunction with the deans and the year-level teachers, the manager of the student learning centre and the attendance/liaison officer have a series of weekly meetings. These meetings ensure a systematic focus on

attendance and achievement both daily and weekly—where all students, including Māori, are monitored closely.

At all levels, teachers take responsibility to support students and the individual class teacher, form teacher and dean, who are all solution-focused:

Each teacher has been charged with the responsibility of maximising the potential of every student who walks in the door. I say to my teachers, 'At the end of the day you are responsible for your class and for what happens in your class.' You can't say at the end of the year, 'I prepared the best lesson but this was a really bad class.' It doesn't work like that. So I put a lot of pressure on staff to make sure that they get every single possible thing out of their boys. [Headmaster]

Boys are held accountable for their performance—but encouraged and supported rather than chastised where performance is less than expected. The school sets stretch goals for each student through a process of careful monitoring and support. The school also promotes and celebrates achievement.

As part of working towards the goal of promoting excellence and positive work habits, the school has developed a junior graduation programme aimed at improving students' grades and preparing them for future NCEA requirements. At Years 9 and 10 boys are given the opportunity to graduate by completing assessments, which gain them credits throughout the year. Boys have seven common assessment tasks for each core subject and they are awarded a grade for each assessment. Boys can graduate with excellence overall or in a subject, and their achievements are acknowledged each term at school assemblies. This supports a school culture of achievement, the pursuit of excellence and encourages boys to strive to be the best they can be. From the outset, therefore, the programme elevates the focus on achievement and excellence within the school for junior students. It is also a useful mechanism by which form teachers, deans and the senior management team monitor Māori student achievement on a regular basis:

All those stories about boys hate being recognised in front of their peers—that's rubbish. You want to see them when they know the day is coming. We get kids chipping us, 'I was away, can I get my certificate, do I have to wait till ...?' And we just awarded all our Matariki certificates. Those kids couldn't wait to get their certificates. Because we got second in Hawke's Bay ... they couldn't wait and that's Years 11 and 12 ... But [with] Matariki, yeah they kept [saying], 'Is it today, is it tomorrow, when is it?' and I said, 'Look, don't worry it's coming' [Assistant principal]

The school uses the KAMAR student information database system where all teachers record student information including academic assessments. Student progress and achievement are then monitored regularly through regular weekly meetings and communications using information drawn from KAMAR. These processes ensure a close eye is kept on student progress and achievement, and, when needed, targeted support strategies such as the use of the On Track programme are put in place and closely monitored.

Resourcing strategically to enhance Māori student achievement

Dedicated position to monitor student attendance

The headmaster, senior management team and the BOT have made a number of strategic investments to provide teaching resources and support that are aligned to the school's goals, and they have prioritised the funding of personnel in key pastoral, academic, student support and management roles.

Eighty percent attendance is a priority goal of the school. The senior management team has resourced a dedicated position (the liaison officer) whose sole responsibility is to monitor student attendance and to ensure students are in class:

We have got an attendance officer; that's why he is employed, that's what he is employed to do. Every kid that's away every day gets a phone call from [him] every single day, and that happens between 9 and 1. Then if there is anybody who needs to be visited he does that between anywhere from 11 till 1 really, and then in the afternoon he does the pastoral detention system, every day. [Assistant principal]

A more recent resourcing decision has been investment in establishing the position of academic dean:

We recognise that if you want to make a difference you have got to put some school resourcing time towards that. We now have an academic dean and his sole job, apart from his teaching load, is to make sure that NCEA Levels 1, 2 and 3 tick over—whether it's professional development for staff or heads of departments' entries, data packs; whatever. That's his job because it was just too big for heads of departments and deans to do properly and give justice to it; so his job evolved and that's been here for two years. [Assistant principal]

Systematic approach to resourcing to strategically enhance all students' achievement including Māori student achievement

Decile funding is prioritised and allocated to staff positions that support teaching and learning. For example, the funding of teacher aides is a key strategy the school uses to support student learning, particularly with boys who may need ongoing learning support:

All of my decile funding goes on staff and because we have a tail, we have some boys who really struggle. So in some parts of the school there's a full-time teacher aide in the classroom all the time; in all the core subjects [students have the] same teacher aide in English as maths so they can build relationships, that sort of thing. I get two to three teacher aides for one teacher so it's a great investment. [Headmaster]

A deliberate strategy on the part of the headmaster has been to take time to develop and remunerate a strong senior management team to provide leadership across the school, each with responsibility for key areas in the school:

I spend a lot on staff in terms of management and positions of responsibility, as well as rewarding them. I have got three deputy principals and an assistant principal ... and for a school of 680 that's quite a lot. So we're really top-heavy on senior management, but each of those people is crucial in the task they carry out so it just works. [Headmaster]

There has also been a careful and considered change in the allocation of teacher resource across the school. Historically, students in the lower streams typically did not have access to the most able teachers, and their educational programme was often more focused on work experience activities as opposed to educational achievement. A larger proportion of senior and more experienced teachers now work in the junior classes and in lower streamed classes. One of the benefits is that boys in the lower streamed classes perceive themselves and their class more positively because they know they are getting capable teachers. In addition, many of these teachers are both highly skilled and enthusiastic and these boys benefit educationally from access to high-quality teaching:

I used to teach in the bottom stream classes and take all those kids out to work experience twice a week. But [the headmaster] made all the best teachers go and teach in the lower streams, so our

best science teachers didn't just sit and teach seven Year 13 biology students. Now they are in a class of 23, lower stream, multilevels, but what an effect it has had. We still have streaming, but they know that as a more positive thing. They use to call them cabbage classes, but the kids don't call them that any more. [Assistant principal]

To further support learner achievement the school has invested in implementing Te Kotahitanga, upgrading the school's broadband, supporting high-quality transitions and a range of programmes such as PACE.

The headmaster and senior management team became part of the Te Kotahitanga programme with a view to enhancing the school's ability to make powerful educational connections with Māori learners. The assistant principal has oversight of Māori student learning and wellbeing in the school, and there is a clear expectation that all teachers will work effectively with Māori students:

[It's] looking at data so that you are not just teaching to the mass but you are teaching to the needs of your students and also using data to plan next steps with students. So our professional development focus, along with Te Kotahitanga, is making sure that all of the efforts we are putting in—and we do put huge effort into planning units, schemes and teaching—are going to get the results that we think. [Assistant principal]

HBHS is part of the School Network Upgrade project, which is focused on upgrading the school's internal cabling infrastructure in preparation for the use of ultra-fast broadband for teaching and learning programmes. This has required a significant investment of school funds and the school will receive new servers and wiring connecting straight into underground fibre-optic cables:

The availability of ultra-fast broadband represents a great leap forward in teaching and learning ... The ability to video-conference with teachers and students from around the world, to offer subjects and learning not currently available and to source information and knowledge in an unrestricted format will be a prized acquisition for our school. [Headmaster]

The school has also prioritised the resourcing of health services in the school. It had identified that many school days were being lost as a result of students attending to medical needs and sometimes not returning to school afterwards. The school tendered for and successfully secured a contract with the district health board which covers the costs of the doctor and nurse. The physiotherapist, a BOT member, provides part-time services on a voluntary basis. The nurse is available five days per week, and a doctor and physiotherapist three days per week. The service is free to students, and whānau are able to utilise the service one evening per week:

Co-curricula things are important to us and if boys get injured they will want to have time off school. So it made sense because it saves issues with the parents coming and picking them up, parents save on prescription costs and it means they [the boys] get treatment ... and they get to be at school all day. [Deputy principal]

Parents would take them [for medical appointments] and we wouldn't see them for the rest of the day; so the boss goes, 'All right, you aren't going to go nowhere now, you just come here.' [Assistant principal]

There is a strong focus on optimising students' subject choices. To help students find learning more relevant and assist with student retention, the school resources a pastoral and careers education programme (PACE). Offered school-wide, PACE takes a focused approach to increasing boys' knowledge and understanding of career options available to them and assisting them to become better prepared for school life as well as life when they leave school. The initial implementation of PACE was supported by providing a personal profile folder for every boy in the school to store PACE information and altering the school timetable to allow 20 minutes a day for PACE (twice a week) and literacy activities (three times a week).

Considerable staff resource is invested in ensuring a high-quality transition experience for Year 9 students coming to HBHS, with much of the preparatory work being carried out in the year prior:

Investment in School Network Upgrade project

On-site health services help raise student attendance levels

Strong emphasis on pastoral careers education programme (PACE)

**Real
commitment
to ensuring
students make
good subject
choices**

At the start of Term 4 [of the previous year] we look at the ones who are already enrolled and invite them in for an interview. [This is most important] ... for the ones who are new to the school, the families that are new to the school ... We can't get to everyone so we focus on the seven contributing schools [where] 70 to 80 percent of our intake come from. I speak to their teachers and we also have one-on-one interviews with their parents and the students. Unfortunately, they can't start until about 3.00 pm so they run for a couple of weeks ...

I will get [the boys] in here, do their testing; once that testing has been done I will collate their classes. All this happens. The important thing is when you make that transition from primary to secondary school and you are coming to a bigger school like this, you want to make sure that the transition is as smooth as possible. [That] is why I try to get the planning out of the way this year, so that they are not sitting around next year twiddling their thumbs, thinking nothing is organised. The more structure that they come into, which boys like, the more they have structure on the first day, the easier that transition is from primary into their new school. [Year 9 Dean]

Along with PACE, there are annual option interviews where, with the support of school staff, boys and their parents are involved in subject and course selection:

Those options interviews Year 9 going into 10, they just get a form and they take it home and discuss it with their parents and bring it back. [For the] Year 10s going into Year 11—because that's pretty key—they each get an interview with a group of us who are either senior management or deans or the careers advisor or senior heads of department—people in the know ... And they each have their time sitting one-on-one at a desk with one of us. And ... they start thinking about their career pathway, that's the first part [before choosing subject options]. [Deputy principal]

The aim is for every student (and their whānau) from Year 10 onwards to be supported in their choices through the options interview process. The school aims to provide all students with their first or second options of subjects and timetabling decisions are made after students have made their subject choices, to optimise the school's ability to respond to student requests:

We are up in the 90 percent of kids getting what they actually choose. Not a lot of kids [are] sitting in classes that they have to be there because we really couldn't make it fit. They get their first or second choice and third choice, and you can count them on your hand the ones who have to do choice four or five ... So they get to do what they want to do. It increases their motivation and decreases the pastoral stuff. [Assistant principal]

**On Track
programme
supports
students to
complete
assessments on
time**

HBHS has resourced the On Track programme that supports students to complete assessments. Where students are falling behind in their work schedule, the level of attention and support escalates. There is a close collaboration between the subject teacher and student, and, where necessary, On Track provides increased levels of focus and support to students:

On Wednesday after school there is a catch-up session, and you can go and get help. For some it's compulsory, but you can just go along and get help if you want to. [Year 13 student]

Teaching and the curriculum enhance Māori student achievement

School unashamedly caters for boys

The four main aspects affecting boys as learners are: social, emotional, cognitive and physical factors

The headmaster and senior management team unashamedly cater for boys:

What I am looking for is someone who can relate to boys. It's the ability to have empathy, find the moment to relate to boys, to be consistent, to be demanding and to uphold the traditional values that are a big part of our school. [Headmaster]

The teaching and learning of boys at HBHS are informed by a number of principles about how boys learn and how they are positioned within an educational context. The four main aspects affecting boys as learners are: social, emotional, cognitive and physical factors (Biddulph, 1997; James, 2008; Lashlie, 2005). For each aspect there is a set of principles that suggest ways boys can be effectively engaged in the learning process, and teaching and learning strategies as well as professional development have been aligned to each of the principles, as outlined in Table 4.

TABLE 4 Principles that underpin HBHS teaching and learning strategies for boys

Potential issues	Teaching and learning strategies
<p>Social</p> <ul style="list-style-type: none"> • Expectation that boys are less likely to succeed in school • Pre-secondary conditioning where curriculum values feminine learning styles • Limited male role models in education • Male role models who devalue education 	<ul style="list-style-type: none"> • Set high expectations for all boys and encourage them to believe they are achievable • Consciously provide educational frameworks that support and value male learning • Present male role models through staff and visiting speakers who show the value of education for men • Make learning relevant to the world beyond school through explicit links to careers and other real-world connections (fieldtrips, news, sport)
<p>Emotional</p> <ul style="list-style-type: none"> • Lack of confidence amongst peers • Unwillingness to take emotional and intellectual risks • Not experimental with ideas • “When they know you care they will care about what you know” – Archimedes 	<ul style="list-style-type: none"> • Develop a high-trust, supportive environment through curricular and co-curricula activities where boys feel safe amongst their peers • Single-sex classes promote a willingness to share ideas and articulate thought, as the boys express themselves more freely without female peers present • Initial success in tasks promotes likelihood that boys will pursue the task into later, more complex, aspects of learning • Staff are encouraged to show care and concern for the boys • Programmes such as mana korero emphasise the value in engaging the boys as people, talking with them about family and their life outside school • Extracurricular connections further support the development of positive relationships within the school
<p>Physical</p> <ul style="list-style-type: none"> • Do rather than think • Need to move • Testosterone • Multiple Intelligences theory 	<ul style="list-style-type: none"> • All boys are given the opportunity to engage in physically active subjects. Physical Education is a core subject up to Year 11. In the senior school, boys may choose Physical Education, Sports Academy, Soccer Academy or Outdoor Education. This enables the boys to achieve and also enhances their engagement in other subjects as they are offered a physical outlet • Co-curricula activities are widely offered with a high involvement level. Boys have a sense of belonging in the school and are more positive about their learning. Co-curricula activities also improve the attendance of some students • Recent professional development in Multiple Intelligences theory has led to a growing awareness of kinesthetic learning

<p>Cognitive</p> <ul style="list-style-type: none"> • Relate best to concrete concepts, sequential processes • Lineal • Left/right connections via Corpus callosum part of the brain are hindered during early development • MRI images: localised in boys • Left half of the brain develops more slowly than right, which means connections have nowhere to plug in, and they plug back into the right side again • The process of translating experience or stimulus into language needs to be scaffolded 	<ul style="list-style-type: none"> • Sequence tasks in small developmental steps • Use scaffolding tools such as graphic organiser, Level 3 guide, concept frames, writing frames • Lineal progression in tasks from concrete to abstract. Bloom's taxonomy • Written outcomes built through structured processes
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I'm a firm believer with boys that they take longer to mature both emotionally and even in terms of their brain function; that's what all the research says. Admittedly, some people will question the research, but I have seen it in a class with kids who come up through low streams in the school through basic English at Year 11 and then you meet them as 17-year-olds in your class and they suddenly start to become articulate. And I am sure it's a little bit to do with brain physiology with the male, because those verbal centres become active [later for boys]. [Deputy principal]

Research by Ian Lillico has also informed the school's pedagogical approach. Lillico is very clear about useful ways to work with boys:

When assignments or questions seem too open-ended and reflective—boys often put off completing the work until the last minute as the task seems too daunting for them. They prefer shorter, structured, more closed tasks. It is important for teachers to give boys work that first enables them to get success and then leads them onto more challenging, open-ended tasks within the same assignment. Once they achieve success at easier, more closed questions at the beginning of the assignment, they are more likely to continue with it.

Teachers must explicitly explain the relevance of topics being taught to boys and attempt to integrate new concepts into existing ones. If (after a great deal of deliberation) no relevance can be found—DON'T teach that topic.

All writing for boys up to the end of their compulsory school years should be done within teacher-prepared templates or scaffolds. Teachers should hand out the requisite number of pages required for the boys to fill in with headings and the number of lines required for each section. Eventually boys will intrinsically expand their writing as they enter the post-compulsory schooling years.

Source: Ian Lillico (<http://www.boysforward.com>)

The headmaster and senior management team plan and co-ordinate their curriculum to support all students, including Māori students' achievement:

Since the September 2006 ERO report, the board and staff have strengthened their commitment to and focus on academic achievement and success for all young men. New strategies are implemented to more closely track and monitor individual student achievement and progress across the school. [ERO report, 2010]

The school offers PACE—an initiative that helps all students from Years 9 to 13 build self-awareness of their areas of interest—and a diverse range of subject and course options for students. It offers a comprehensive range of NCEA subjects, vocationally oriented courses, a sporting academy and performing arts academy. The school offers te reo Māori and Māori performing arts at all levels of NCEA, with both achievement standards and unit standards available.

PACE helps build self-awareness in boys

School-wide systems are integrated to ensure students progress

Highly effective information flows provide multiple levels of support for students

Boys and their whānau are well-informed about the subject options and supported to make personally relevant, high-quality subject choices. The timetable is managed to enable Māori students to take courses of study that are relevant, meaningful and useful to them. The student information management system is used to record and monitor student assessment data to support departmental decisions about subject offerings. This, coupled with PACE and appropriate course selection, ensures that students experience a relevant and challenging programme.

Integrated school-wide systems and processes are designed to ensure all students, and particularly Māori students, make appropriate progress. Form teachers report weekly to their dean on student progress. Student progress and achievement is a core topic in all meetings, with a particular focus on students who are at risk of falling behind or needing more support. The series of feedback loop within the school's reporting and communication system ensures that the progress of Māori students is continuously monitored. Deans and form teachers discuss and agree on a plan and a time frame for action to bring students back on track. If reasonable progress is not made, the plan is revised and escalated to the dean, head of department and senior management who provide additional support where necessary.

The school's student information management system (KAMAR) provides a sound platform for monitoring assessment data and determining the most appropriate courses of action to support student learning. All staff are involved in a systematic, co-ordinated manner to support student achievement. The regular monitoring of progress via KAMAR and school meetings facilitates regular and ongoing feedback to teachers and students about student progress.

Common assessment tasks (CATS) is a programme of seven assessments across five core learning areas that starts at Year 9 and goes through to Year 13. The CATS programme provides students with a more focused assessment of key learning. The weekly dean's meeting focuses on student progress towards CATS, and particularly on the bottom quarter of students.

In terms of information flows and communication with a specific focus on student achievement, heads of departments are a level below the senior management team, followed by the deans, form teachers and teachers. In between the deans and form teachers are the careers and support staff (such as counsellors, nurse, doctor and physiotherapist). Form teachers are the primary contact with whānau, and other staff liaise with whānau as necessary. There are opportunities for whānau to engage at all levels of the school:

... So there are multiple layers in our net, and there are ample opportunities for boys' names to pop up all over the place and for us to talk about those boys. [Assistant principal]

There are multiple communication forums that facilitate the flow of information about student achievement and wellbeing, both vertically and horizontally between teaching and support staff.

TABLE 5 Detail of the regular information and communication flows

A summary overview of information and communication flows					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7.50–8.10 am	(1) Senior management team and headmaster	(1) Senior management team and headmaster	(1) Senior management team and headmaster	(1) Senior management team and headmaster	(1) Senior management team and headmaster
8.10–8.20 am	(2) Daily staff meeting	(2) Daily staff meeting	(2) Daily staff meeting	(2) Daily staff meeting	(2) Daily staff meeting
				(3) Staff professional development	
8.30–8.50 am	Assembly	PACE	PACE	Form time	Assembly
		(4) Senior management team and headmaster (1 hr)	(5) Deans meet with form teachers (20 mins)	(6) Pastoral meeting (1 hr)	
1.50–2.00 pm	Literacy—Form time reading	Literacy—Form time reading	Literacy—Form time reading	Literacy—Form time reading	Literacy—Form time reading
Various	For example, meetings called by the deans	For example, cultural committee meetings	For example, meetings with RTLBs and programme managers	For example, headmaster meets with the head boy	For example, deputy principals and assistant principal meet with the prefects and/or student council
3.10 pm up to 4.30 pm	(7) Staff meeting/professional development		(8) Staff meeting/professional development		

- 1) Senior management team and headmaster—the senior management team meets with the headmaster daily and discusses day-to-day running and any major issues that have arisen.
- 2) Ten-minute, daily staff meeting focused on day-to-day running and an update if necessary from the earlier senior management team meeting with the headmaster.
- 3) Staff professional development: either full staff professional development or differentiated (for example, Te Kotahitanga, new curriculum, KAMAR).
- 4) Senior management team meets with the headmaster for an hour, focused on weekly and term planning. Brief faculty, pastoral, staff, curriculum, Te Kotahitanga and Māori students' reports are provided by the respective deputy principals, followed by general business.
- 5) Deans meet with form teachers and share information from the pastoral meeting relevant to student progress or teacher performance and then update and discuss attendance, student progress and achievement based on the assessment, attendance, pastoral and other available data.
- 6) Weekly pastoral meeting is convened by deputy principal with responsibility for student welfare, the deans and core support and pastoral staff, including the student centre manager, attendance officer and counsellors and the assistant principal.
- 7) Full staff meeting from 3.10 pm and up to 4.30 pm where necessary.
- 8) Faculty meeting from 3.10 pm and up to 4.30 pm where necessary.

In addition, there is a range of regular forums that elicit student feedback as well as other regular and unscheduled meetings called by school staff such as deputy principals, assistant principal,

Dedicated and committed use of the student management information system supports student achievement

Headmaster and BOT expect teachers to be able to teach all students well, including Māori students

academic dean and deans when the need arises. Staff find the meetings valuable because they help ensure that all students are kept on track, and where they need support this is identified early:

I think people are willing to buy into those [meetings] because there are not a lot of things that don't go un-actioned and there's avenues or opportunity for people to have a voice. [Assistant principal]

We make time for that because we recognise that they are really busy ... Rather than calling them willy nilly we would rather say, 'On a Wednesday please make yourself available till 4.30. You might be out of here after 10 minutes, but you need to not book a meeting or an interview or a practice or a doctor's appointment. If you have got to pick up your kids ... that's fine, but please not Mondays and Wednesdays.' The only ones that get out of those meetings are the deans because every day there is detention. Deans take a different day [each] for detention. So otherwise it is an expectation that [staff] go to that [meeting], and they are really important, they really are. I couldn't not imagine not having them, because I don't know how we would get other things done. [Assistant principal]

HBHS is a dedicated and committed user of KAMAR. All student data are entered into KAMAR, including daily attendance, assessments, pastoral information and communications with parents and whānau. Internal communication between staff about students is also entered on KAMAR. There are daily and weekly processes to prompt or follow up with staff who have not entered student data into KAMAR. KAMAR allows for real-time, daily monitoring of student progress, and school-wide communication systems and processes support analysis, informed decision making and action:

I think that's the thing: one is to have a system that collects information; two is to have a system that analyses information; three to put in place the steps and the strategies to take action; and four to then follow up. [Assistant principal]

You can see how [the system] supports achievement, but especially Māori achievement. It makes my job [easier]. I have plenty of avenues to access all sorts of different information that I know is quality and is true and correct. So when I have to speak to parents about good or bad things to do with Māori pastoral welfare, achievement, it's based on fact. It's not 'I reckon he's been away probably 30 percent of this term,' it's on record he's been away ... and I can do that period by period. I can tell them exactly what time he walked into school because that's what KAMAR [tells you]. When the attendance officer logs it, not only is it logged with a reason, it's logged at what time they actually got here. [Assistant principal]

ENSURING QUALITY OF TEACHING

The headmaster and BOT expect teachers to be able to teach all students well, including Māori students. The school has a set of values or principles that underpin engagement with Māori students, including manaakitanga, wairua, reo, tikanga, hauora and turangawaewae, which are outlined in Table 6.

TABLE 6 The values and principles that underpin engagement with Māori students

Concepts	Students	Staff
Manaakitanga	<ul style="list-style-type: none"> Respect for peers, staff, school and the uniform Compassion for peers at school Recognise that students are individual Interaction between senior and junior (tuakana–teina) 	<ul style="list-style-type: none"> Respect for students Recognition of students as individuals Awareness of the culture and character of the school

Range of values and principles that underpin engagement with Māori students

Wairua	<ul style="list-style-type: none"> • Pride in the school motto/emblem and the uniform • Pride in oneself, individual achievement, form class, team, group, house and school achievement 	<ul style="list-style-type: none"> • Awareness of school history and special character • Pride in the school
Reo	<ul style="list-style-type: none"> • Pronunciation of student names • Reo Māori visible around school • Basic greetings, commands used by staff and students 	<ul style="list-style-type: none"> • Pronunciation of student names and place names in reo Māori • Use of greetings, commands in class
Tikanga	<ul style="list-style-type: none"> • Māori protocols are adhered to for formal school functions(pōwhiri—welcomes) • Staff and students aware that protocols exist (tangihanga) 	<ul style="list-style-type: none"> • Aware of and take part in Māori protocols • Aware that students are affected by certain tikanga at times
Hauora	<ul style="list-style-type: none"> • Years 9 and 10 Health and Physical Education curriculum 	
Turangawaewae	<ul style="list-style-type: none"> • Foster a sense of belonging (such as wearing a uniform) • Māori Department rooms in W Block • School haka taught at Year 9 and Year 10 levels • Te Reo Kori Physical Education curriculum 	<ul style="list-style-type: none"> • Aware that Māori is cross-curricular • Aware of Māori Department and staff • Given opportunity to take part in Māori protocols

Sufficient Māori staff to provide visible and well-supported leadership in tikanga and engage with whānau

According to Māori students, their teachers have a genuine interest in them and are able to teach:

They really know how to teach. They don't just repeat things and talk louder. They find different ways to explain things to you. [Year 13 student]

Looking at what I do well, displaying various opportunities (to me/us) and the planning and decision-making activities as part of our form time. [Year 13 student]

School-wide systems and processes assist the headmaster, senior management team, heads of departments, deans and all teaching staff to take a holistic approach—ensuring student achievement and wellbeing, particularly for Māori students. The headmaster and BOT have recruited and retained a number of experienced and able personnel with expertise in te reo Māori and tikanga Māori. There are sufficient Māori staff to provide visible and well-supported leadership in tikanga and engage with whānau. In addition, there are strong structures and a consistency and an urgency with which the school responds to student needs:

And the other [thing is] ... consistency and transparency. The beauty of having the same core people involved in most of those levels is that you do get consistency and you do get transparency ... and kids know that and parents know that, so ... I spend lots of time trying to take out all the grey area and make it as black and white as possible. Because our kids quite enjoy knowing exactly where they stand; they are quite happy to do it. [Assistant principal]

All teachers are expected to pronounce Māori student names and local place names correctly. They are expected to be able to use simple commands and greetings in the class such as “Kia ora”, “E tu” (stand up) and male teachers are expected to know the school haka:

We want them to be able to pronounce kids' names well and we demand that of them, but then it's no use demanding it if we are not helping them to do it so we do that. We show them some resources they can access in their own time; point out where they can go to find help, and it's not just the Māori Department—it's other staff members. We've got some awesome people on staff, non-Māori, who are very confident at saying kids' names. [Assistant principal]

All teachers are expected to lead and participate in one extracurricular activity per year

The school has Māori protocols that are adhered to for school functions, such as pōwhiri and for tangihanga:

We do expect them to be comfortable and familiar with things Māori: tikanga, te reo, but also we make sure we are given professional development time to do that. So the first professional development we did was about our pepeha: who we are, and then we might go through the kowhaiwhai, the tukutuku panels and tie that into our school's goals ... Everyone is expected to know the school haka: it's in the log book, it's in the school magazine and there are opportunities to learn that, and we've identified four Kahungunu waiata as well. [Assistant principal]

Further, all teachers are expected to lead and participate in one extracurricular activity each year to connect with boys and their whānau outside of the classroom and to support the cultural life of the school. In addition, some of the teachers are old boys of the school and many teachers, both Māori and non-Māori, have longstanding relationships in the community and with Māori whānau. They know, and are known by, the Māori community and this helps them to engage responsibly and effectively with Māori students and their whānau. In addition, there is a Māori whānau group that informs and supports school initiatives. Whānau comment that the school is affirming and open to discussion regarding their young men:

I really feel part of this school. [Whānau]

They do a good job making you feel part of the school. [Whānau]

More recently, Te Kotahitanga supports this expectation for Māori students by building on teachers' existing strengths and fostering a collegial environment to support Māori student achievement:

We have become less insular in terms of sharing good teaching practice. As a 100-year-old boys' school, when the principal came around there was an expectation that the boys should be all dead quiet, sitting at a desk and teachers will be at the front in control. So we've changed that perception and Te Kotahitanga has been the vehicle to us becoming much more comfortable about having other people in our class and sharing good teaching practice. [Assistant principal]

Teacher learning and development enhances Māori student achievement

Strong commitment to learning and a culture of reflective practice

The headmaster and the senior management team have a well-articulated vision of the pedagogical approach that is used at HBHS. From the headmaster down, there is a strong commitment to learning and there is a culture of reflective practice:

It's more of a team of teachers working, rather than everyone's own little classroom. You know you have got your problems to sort out to get your kids through; I will get my kids through. [But] it is much more team-orientated at department level, and that's a function of school culture. [Deputy principal]

There is a strong commitment to using data and working as a team to reflect on a regular basis about why students may or may not be achieving in a particular aspect of coursework:

That's the information that your form teachers need to know so they can pass on to their core teachers, and that's information that heads of department get. It's really helpful for them, because something's not happening, and then you can always dig deeper and go in and see why. And it might have been because someone had a bad day, and was really tired and entered them at 5 o'clock on a Friday and just couldn't be bothered so just put in, that happens. Or it might be because that class wasn't gelling and they really aren't working well together, or the content of that unit is just pitched at the wrong level. [It] tells you all sorts of things; it's good. [Assistant principal]

School builds the capacity and skills of all teachers to work effectively with Māori students

So, say a student is having problems with his maths. His maths teacher talks to his form teacher. His form teacher may then involve parents. It may be resolved—it may not. It may need to go to dean; he may need then to come to me. And as a team there is always the inherent notion that we are trying to solve the problem for the student and make it better for the student, rather than just process them. [Deputy principal]

The school aims to build the capacity and skills of all teachers to work effectively with Māori students. There have been a number of initiatives over the years and both Māori and non-Māori staff support other teachers in their learning.

The school has three designated time periods every week for professional development: Monday afternoon for an hour and a half that covers school-wide professional development such as moderation; Wednesday afternoon for an hour and a half that focuses on departmental professional development; and Thursday morning for half an hour is the differentiated professional development:

It used to be a blanket approach: 'Right everyone into the lecture theatre.' But now we accept that we are not going to make the ones sit through a particular area they already know, so they get to go away and look at something else. So we're doing a lot more differentiated professional development, which the staff appreciate. [Assistant principal]

The most recent professional development programme taken up by the school is Te Kotahitanga, and the school is in its first year of the five-year professional development programme run by a staff facilitation team. The introduction of Te Kotahitanga supports the school to facilitate its aim of continuing to raise student achievement with an emphasis on Māori student achievement:

I think the key things from our involvement in Te Kotahitanga are reflection, use of data and the professional learning community—and actually sitting down and being totally honest with yourself and with your colleagues and saying, 'That lesson wasn't good. I tried this and it didn't work,' and discussing it with them. [Assistant principal]

In addition to Te Kotahitanga there are both informal and formal opportunities for staff to discuss and share strategies they have found effective in teaching Māori students. As well as considering the curriculum, there is a focus on building relationships, use of te reo Māori, harnessing the knowledge and skills of local whānau and getting to know the student well.

An orderly and supportive environment enhances Māori student achievement

Headmaster clearly articulates school values and expectations to students

Great emphasis on growing men of good character

Teachers are supported to build good relationships with students. School has strong connections with the Māori community

The school builds on a strong heritage being more than 100 years old. There is a range of traditional values that the school holds utmost, the cornerstone being respect. The headmaster has a mnemonic “RESPECT”, which represents a number of values, as outlined in Table 7.

TABLE 7 Headmaster’s mnemonic RESPECT

Set of expectations for students based on the mnemonic RESPECT

- R = Report to class on time
- E = Every day—wear correct uniform and bring your material
- S = Share your ideas in class by raising your hand
- P = Put-downs, swearing and offensive language are not options at this school
- E = Every day—do your utmost to keep the classroom and school tidy and damage free
- C = Concentrate on the lessons and tasks at hand
- T = Trust and safety are built on your leaving others and their belongings alone and then the courtesy will be returned to you

The school also places great emphasis on growing men of good character. This includes punctuality, reliability, grooming and behaviour. Students know that the school will follow up on any variation to the RESPECT expectations:

[The attendance officer] delivers our boys home who are on stand-down or who have been removed from school. He goes in, takes kids home to get their shoes so they don't get kicked out of class. He will take kids to get a haircut. He will go into town when members of the public ring up and say, ... 'We have got three [kids in] uniforms hanging in the car park of Harvey Norman.' So he goes down, brings them back, so that's his job. And then he's the one who goes around and gets the kids who are on detention, checks them off, you know, that's his job. [Assistant principal]

The school has modified its environment in some ways to support students to comply with the RESPECT code. For instance, the health centre ensures student health and wellbeing so students are able to study; the school security room helps ensure valuable possessions are kept safe; and the information systems help keep tabs on students who may be absent from class:

That's where the school security room is, so you've got a pair of \$400 Adidas rugby boots, there is a room there that you drop all your stuff off, it gets locked up and you can go and pick it up after school for training. There's the sick bay, she runs that, that's where kids go and have a shave, go and cut their hair, if they are sick, they are injured, they all go there, it's all recorded, so she runs all the medical. She's the one who contacts doctors, ambulances, parents. [Assistant principal]

If something went missing or something got vandalised, the first place we go is KAMAR and find all those people who aren't where they are supposed to be ... And 9 times out of 10 it is one of those kids, and that's the beauty of KAMAR ... Our hit rate on getting things sorted and getting stolen stuff back and finding the culprits is pretty high because of that. [Assistant principal]

Teachers are supported to build good relationships with students. Māori staff maintain that it is vital teachers can pronounce students' names correctly and have a rudimentary knowledge of te reo Māori to engage with Māori students and their whānau. All teachers have the opportunity to learn te reo Māori.

The assistant principal has a key role in maintaining connection to whānau, through whānau groups and by meeting individually with whānau. Where there are issues with attendance, completion of assessments or, more rarely, with behaviour, there are a number of systems and strategies to help teachers and students who have reached an impasse, such as the On Track programme.

A school liaison officer who is well known in the Māori community and who knows many of the whānau is often a key point of contact. He checks on the general wellbeing of the student and determines whether there are out-of-school factors influencing behaviour. The school also closely monitors attendance, with an early warning system to be proactive in supporting students who are less engaged. Thus, where issues arise, there is a range of people who can respond and broker a solution for the student, whānau and teacher:

See here's a little bit of background on [the attendance officer]: he's born and bred in Hastings, Māori, an ex-policeman, ex-sergeant. So, did his time in the police force, lots of people know him—Hastings is only a little place, so everybody knows our police force—well known, well respected ... He knows a lot of the families, knows their dads, their uncles, their older brothers, their nephews, coaches one of the premier rugby team rugby clubs here, just a nice fella.

[Assistant principal]

A deliberate strategy has been to develop and grow the number of Māori staff in key positions who are visible role models for the boys and who fulfil various pastoral, cultural and leadership roles in the school:

I saw an opportunity to develop leadership skills in one of my key people ... I made him responsible for Māori achievement, and he was Year 10 dean as well. Half of all incidents are [with] Year 10 [students], and half of our school is Māori [and] probably half of our incidents are [with] Māori [students], so that was part of the thinking as well.

And it's not a coincidence that my Year 9 dean is Māori ... my Year 10 dean is Māori; and ... my Year 12 dean is Māori; and it's not a coincidence that two of those are old boys of the school. Every Māori boy knows that these teachers have been successful, and to a young boy in Year 9 who might look up and see Mr B taking the assembly or Mr C sitting in the front row of the senior staff that's inspiring. [Headmaster]

The school provides a safe and supportive environment for students and staff alike. Part of the transition process into the school is getting boys to feel safe and settle in well. Therefore, the school has a systematic approach to transitioning students into the school. A buddy system, father and son breakfast and other activities are run to assist the junior boys to get to know the school and its routines, and to feel comfortable and safe in the school environment. There are also informal opportunities, such as the family barbecue and during extracurricular activities, for students and whānau to get to know teachers and school staff better:

The first term is all to do with familiarisation with the school. I'm a big advocate of, if they are socially not comfortable, then the school work is not going to come. We don't want them sitting in class where they are thinking about or worrying about things outside of the classroom. So in the first week the Year 9s have an orientation to the school which is all to do with them getting to know where things are in this school, their communication channels, support channels and where their classes are. They may have a timetable in front of them that might make no sense to some of them. So they have to be able to understand that to follow it. They need to know where the toilets are, who to talk to about certain things ... and know where to go if they have a problem.

Another key point, when they are in a school like this they've got boys who are older, bigger and more intimidating and if that is how they see them, then I don't think we are going to get the best out of them. So what we do in the first term is get the seniors to run certain events so they see [the seniors] as part of the school and not just big guys who eat their lunch and play rugby; getting them to familiarise themselves with the seniors and see them as someone who is there to help them and not just intimidate them. [Year 9 Dean]

The headmaster and senior management team ensure students have the opportunity through class representatives, the student council, sports captain and prefects, to provide feedback on all areas of the school:

You have your head boy and then you have got head of culture, head of sport and then underneath them you have got prefects, and then underneath them you have got your class counsellors, and running alongside those class counsellors are the captains of our 1st teams

and the ones we identify who are rugby, football, basketball and hockey. And then our top Year 12 class who would sit pretty much next to those sports captains: they are involved in our peer mentoring reading and they also do the Level 1 maths tutorials at lunchtime. [Assistant principal]

The headmaster meets with the head boy every week, and the assistant principal and a deputy principal meet with prefects also weekly and student council representatives also meet regularly with a deputy principal:

Aside from being good students, we expect them to run house events, and we expect them to be the second set of eyes out there on duty because they will see and hear things that we will never see and hear. So they let us know, 'You fellas need to get some more drinking fountains,' or 'All the drinking fountains over on W block are not working,' or stuff like that.

And we know that probably the same 80 or 90 percent of things are going to come up every year, but it's the 5 or 10 percent that are new and have merit. Like the dance was cool and the drinking fountains—they have been fixed; and they wanted more bike stands. So some quite good things come up. [Assistant principal]

Educationally powerful connections with Māori whānau and community enhance Māori student achievement

Series of events seek to engage with whānau

The headmaster and senior management team are committed to ensuring there are strong home–school partnerships. There is a series of events that seek to engage with whānau. The school aims to have a series of different types of events, some of which will engage with whānau. The father and son breakfast and the family/whānau barbecue are two such events.

Option interviews with students and their whānau are a critical engagement opportunity for the school. As part of students' course selection process each year, students and their whānau will meet with senior staff such as dean, head of department, assistant or deputy principal and/or their form teacher to systematically work through subject choices. They talk to the student about their interests and what their aspirations are, and look to match those interests to relevant course selections. Much of this information is already known to the school through the PACE programme documentation. The school is committed to whānau participation in this discussion and ensures that there is an opportunity for students and whānau to meet with them and appointments are set up (and rescheduled where necessary) to cater for whānau availability. This process takes the school about a month each year to complete:

In terms of Māori, we're getting the opportunity for parents to make informed decisions about what their sons are doing ... and with that we're getting more and more parents happy to come back to the school. So our engagement with parents is not always negative, [on this occasion it's,] 'Can you come in and talk about his course selection?' Sometimes the boys are going home and saying, 'Can you, me and mum and Mr McCracken sit down and talk about my course selection for next year?' [Assistant principal]

School's reports to whānau on student progress are a genuine opportunity to share information and support the student's aspirations

There is considerable emphasis on explaining how NCEA works, both to students and their whānau. This helps students to understand the assessment process and to plan their workload. Students and parents receive official, written reports on their progress up to four times per year (once per term). All reports are posted home. The first report, issued about the middle of Term One, is a one-page summary of effort, achievement, behaviour and homework, which is intended to form the basis of discussions at parent/teacher/student interviews early in Term Two:

On 12 April we've got our big whānau hui here at school. The heading is 'Dreams and aspirations for Māori student achievement', so it's your dreams and aspirations for your kids—that's the first part; then the second part is, 'What do you want from us in terms of your dreams and aspirations for your son and our school?'; and the third part is information about how NCEA works. [Assistant principal]

The mid-year report contains all results of CATS and work towards NCEA along with full subject and form teacher comments. It is very comprehensive, with one page per subject and coverage of the student's progress. All students receive a full one-page-per-subject report at the end of the school year:

All students intending to sit externally assessed components receive a report at the end of Term Three, after they have sat our own senior examinations. The idea of this is to inform them and their parents about their level of preparation for the upcoming external examinations in November. This report is followed by parent/student/teacher option interviews. [Deputy principal]

Whānau support is welcomed and appreciated

The school welcomes whānau support in sport and kapa haka, to provide input into the cultural aspects of school life making connections to local marae, and to local tikanga. Old boys play a key role in the school and are used as role models and inspiration for Māori students. The whānau group and the Māori old boys are the key mechanisms for seeking whānau input

about the school and boys' learning. In addition, a number of staff have strong links into the community to support students and whānau to engage with the school.

The headmaster publishes the academic results in broken-down form so Māori achievement is visible on the school website.

The school's pastoral care of students is appreciated by whānau. The provision of the health centre not only helps ensure an orderly environment, but also supports whānau:

If you are sick, instead of the office lady going, 'Okay I will ring mum and get her to pick you up,' [she says] 'Okay sweet as, I'll make you an appointment with the doctor. Wait there.' Then they miraculously get better and they go ... Or [if] they are straight up and they are sick, they either are given stuff and they can go back to class or the doctor goes, 'No, ring up, he's got to go.'

[If necessary, the] school doctor will treat them, contact their own doctor and fix them here. Physio—same thing, nurse here every day. We are very lucky. I never take that for granted: we are one of the few schools that has [free medical care]. How we managed to wrangle that I don't know. I tell you what—the amount of parents we have on Thursday's open night! [Assistant principal]

Whānau also appreciate the lock-up room, as it ensures the security of students' valuable possessions:

The lock-up that's there, that's another big thing that parents really appreciate That's open every morning [at about 8.00 am] ... And then it is open after school from about 2.45 pm till 3.20 pm ... You wouldn't believe the stuff that sits in there ... anything that a kid is worried about it can go in there, so you have got things from sports equipment to crash helmets to, 'My nice jacket that I am not allowed to have but I have got it'; all that sort of stuff. [Assistant principal]

Engaging in constructive problem talk to enhance Māori student achievement

Headmaster sets high standards for staff and students

The headmaster is widely respected by staff, whānau and students—as a leader, as an administrator and for growing leadership roles and responsibilities across all levels of the school. The headmaster sets high standards for staff and students, consistently reinforcing the expectations that all students will be enabled to work to the best of their abilities and that the purpose and responsibility of the school is to provide every opportunity for them to do this:

The headmaster leads the school community by example through his commitment to providing the best possible education for learners. Positive, enabling leadership produces an overall school climate that fosters pride and promotes high expectations in staff and students. School development goals are set collaboratively. Leadership and change management firmly focus on students' pastoral care, wellbeing and academic progress. [ERO report, 2006]

Every day at 3.00 pm you see [the headmaster] on the gate; every morning he's in the bus bay saying hello. He will rock up to professional development on Thursday, and you know he's probably got a lot of administrative work to do but he will sit in a professional development session alongside everybody. And when we go to Te Kotahitanga hui, he's one of three principals who actually stay on the marae; the rest of them go back to a hotel. He says that we will never ask anybody, including students, to do anything that he wouldn't do himself. I think parents have started to realise that and it's very motivating working for someone like that. [Assistant principal]

Whānau find the headmaster very approachable

The headmaster serves the interests of the whole school while ensuring that there is a strong focus on Māori student achievement. As a result, whānau find the headmaster very approachable and comment that he genuinely seems to listen. They feel they can rely on him to act on what he says he will do. Whānau believe he is responsible for upholding and retaining the traditional values, while adapting the school to the 21st century needs of students:

He has a leadership presence and has melded a strong senior management team. But he's more than just a good administrator; he's out there walking the talk ... [Whānau]

[The headmaster] has a set of standards and they're the same for everyone; there are no favourites ... He models the behaviour he expects; the simple things like his dress—a shirt and tie—and the way he talks to the boys. [Whānau]

He sets clear expectations for the boys and the teachers. There are no double standards; teachers, like the boys, are expected to get to assembly on time and [teachers] aren't allowed to be talking amongst themselves, holding conversations in assembly. [Whānau]

Students find headmaster charismatic and genuinely interested in them

The boys feel he takes a genuine interest in what they are doing, he knows their names and he supports a wide range of activities including kapa haka. The boys describe him as “mean” (that is, cool) and fair, and students like his charisma and energy:

[The headmaster] is 'mean as', he's way cool. [Student]

The senior management team reports they are given the autonomy to put policy into practice and report that this autonomy is empowering. The headmaster is effective because he works closely with a senior management team that is adequately supported and resourced to make decisions and take action:

All those informal things are there and underlying and always have been a strength of the school. That culture of care always has been a strength of the school ... It's just what's probably given us the strength in the last few years—that a structure has started to develop both in terms of curricular and pastoral that works together. And [it] enforces those things or reinforces those things that are happening informally, [there are] fewer gaps because it is structured. [Deputy principal]

Staff are given autonomy within a clearly articulated vision

The teachers like the way the headmaster sets and clearly articulates the vision, goals, priorities and systems of the school. At the heart of his approach is a genuine desire to see all boys succeed

Leadership takes a deliberate, purposeful and focused approach to raising Māori student achievement

Winning formula to engage Māori boys: high expectations, hiring expert teachers, constantly improving teaching practice

at HBHS. He champions an ethos that boys need a specifically boy-centric approach, comprised of structures and systems, and the school needs to follow through to support achievement at levels that ensure successful outcomes for students, both Māori and non-Māori alike:

The bigger issues I guess are around achievement and getting them to do the work. Because one thing we have got to accept with our boys is that if we are passive, they will be as passive. One thing that the boss often talks about is the two-thirds mentality: they will do two-thirds of the task, but two-thirds of completing and achieving the standard gets you nothing.
[Deputy principal]

The headmaster, senior management team and the BOT have taken a deliberate, purposeful and focused approach to raising Māori student achievement at HBHS. Since 2004, there has been an overall upward trend in Māori student achievement, and educational achievement rates of Māori students are high by national standards.

The educational leadership of the headmaster has been a key catalyst for change. First, he has led the school in identifying the issue of Māori educational underachievement in the school and getting the school to own it; second, developing a vision and securing buy-in to the vision; and third, developing a plan to achieve the vision and identifying key people to implement the plan:

I think the first thing that he did was he was brave enough to say 'Māori kids aren't achieving and we can and need to do better than that.' That was pretty hard for us to hear because we thought we were all good. So he identified the problem and made us own it.

The second thing he did was he gave us his vision and made us believe in that vision; and you really can't argue with a man who is standing there going, 'Look I want better for our school, for our kids.'

And the third thing was that he gave us his plan and identified key people on staff to make that plan work. He set some specific goals for us as a school, and we'd never had those before and he put numbers on things like 80 percent attendance. [Assistant principal]

From the headmaster's perspective a number of factors have been and will continue to be critically important in the drive to raise Māori student achievement at HBHS. It is important, firstly, to have high expectations of Māori students; secondly, to get the best possible teachers into the classroom and support them to improve their practice; and thirdly, to be very clear about what works with Māori boys:

The big one is expectations and what I maybe brought is that nondeficit thinking about Māori achievement. It's in our school-wide goals and in everything the school is that we don't expect Māori kids to do any worse than anyone else; in fact do better if they possibly can. What else? I think the importance of trying to get the best possible teacher into the classrooms, getting good teachers in front of the boys and giving the teacher all the tools and support they need. And we spend a lot of time looking at good practice about what works with Māori boys; about the key issues of getting a relationship going in the classroom and getting a relationship going with each individual boy if that is at all possible ... So you hire good staff and you make your teachers better, and really, that's what we try to do here. That's school improvement in a nutshell. [Headmaster]

"Select good managers, get good people alongside you, get them to buy into the vision and share out the tasks," was the advice offered by the headmaster of HBHS for principals and schools wanting guidance on first steps they should consider to raise Māori student achievement in their schools.

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Ministry of Education
45-47 Pipitea Street
PO Box 1666
Thorndon
Wellington 6140

Phone: (04) 463 8000

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