

# National Report Summary

ERO publishes evaluation reports on education issues of national importance. This handout is a summary of a recent national report - it captures the key points and highlights findings which you may find useful. The full report is available on our website - [www.ero.govt.nz](http://www.ero.govt.nz)

## Secondary Schools: Pathways to future education, training and employment (July 2013)

This report discusses how effective senior secondary schooling is increasingly responding to a range of educational, vocational, cultural, health and social needs of students. The report draws on information gathered from 74 secondary school reviews, as well as previous ERO evaluations, to identify the current good practice of some schools and suggests ways in which schools can also improve.

The 10 most effective schools in this evaluation were characterised by:

- processes and practices that encouraged the individualisation of student pathways
- a school curriculum that was effective for a large majority of the students enrolled at the school
- senior students having access to a range of academic, careers and pastoral systems that worked together to support them
- individual course and school-wide initiatives that encouraged students to develop leadership and self-management skills
- an extensive range of vocational and academic options
- purposeful partnerships with others in the community to support student learning and development
- some effective initiatives for Māori and Pacific students
- some effective self-review systems.

### Improving school responsiveness

Improving the responsiveness of secondary schools required a greater focus on:

- individual student needs
- developing career management competencies through the curriculum
- better partnerships with businesses, and with other education providers to provide a range of learning contexts
- working more closely with families, health and social agencies in responding to student issues
- improving their performance through self review.

### Low levels of innovation

This report notes low levels of innovation shown by many secondary schools in responding to student needs. Innovation is needed to create the curriculum opportunities required by the range of students in secondary education, especially for Māori, Pacific, students with special needs, and students from low income families (priority learners).

### Māori and Pacific students and academic versus vocational learning

ERO found that some schools had developed vocational courses for Māori and Pacific students. The report identifies the need for schools to also develop academic courses that focus on Māori and Pacific students' interests, strengths and aspirations.

## Responsive Secondary Schooling - self review questions for schools\*

### *The school's philosophy*

To what extent is the school focused on ensuring that all students develop successful pathways to further education, training and employment?

Is careers education a whole-school focus or something that is primarily the responsibility of a careers department?

### *The school's structures and processes*

What school-wide initiatives are aimed at supporting priority learners to access the curriculum, develop career management competencies, and establish suitable pathways to further education, training and employment?

To what extent do the school's curriculum, pastoral and careers systems respond to students who may be at risk of not achieving NCEA Level 2 or of not developing a suitable pathway to further education, training and employment?

Does the school's curriculum support a range of student pathways? How well are Youth Guarantee and the Vocational Pathways used to support individual student pathways?

Do all students have someone at school who effectively acts as a mentor and supports them to develop suitable goals, pathways and career management competencies?

### *Outcomes for students*

How many of the school's leavers have achieved NCEA Level 2 and above?

How many leavers go on to further education, training or employment? How well prepared are they? What feedback has the school received about how students are transitioning from school to education, training or employment?

### *Outside the school gate*

What partnerships does the school have to support student learning? What other partnerships could be developed, with businesses and other education providers, to give students as many opportunities as possible?

What links does the school have with health and social agencies so that support can be accessed for students needing their services?

How well are families included in processes for understanding and developing student pathways, goals and learning opportunities?

### *Leadership and management*

To what extent has the school's leadership developed a clear vision for staff about how the school's curriculum will respond to the diverse pathways of students?

How well has the school's leadership used evidence to identify the changes that are needed to improve the responsiveness of the school?

### *Self review*

Has the school drawn on tools such as the Careers Benchmarks to review careers education?

Has the school analysed its NCEA data and school leaver destinations to determine how they can make improvements for future students?

How well are the school's structures and processes helping priority learners to achieve the qualifications needed to successfully access future training and employment?

*\*The full set of indicators is published in the report.*



### **FIND OUT MORE**

For more ideas and information, you can read the full report online at [www.ero.govt.nz/national-reports](http://www.ero.govt.nz/national-reports)

Ko te Tamaiti te Pūtake o te Kaupapa  
The Child – the Heart of the Matter