



# Te Ara Huarau | School Profile Report

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**School Name:** Wellington High School and Com Ed Centre

**Profile Number:** 273

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## Background

This Profile Report was written within eight months of the Education Review Office and Wellington High School and Com Ed Centre working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. [www.ero.govt.nz](http://www.ero.govt.nz)

## Context

Wellington High School is a co-educational, non-uniform, state secondary school located in Wellington. It provides education for students in Years 9 to 13. The school serves a cross section of metropolitan Wellington and has a large community education programme.

Wellington High School and Com Ed Centre's strategic priorities for improving outcomes for learners are to:

- engage all students in a range of opportunities that enhance their engagement and wellbeing
- ensure equity of outcomes for all, strengthening relationships with parents and whānau through the development of learning partnerships
- identify opportunities for growth in teacher practice and knowledge in relation to responsive curriculum delivery.

You can find a copy of the school's strategic and annual plan on Wellington High School and Com Ed Centre's website.

ERO and the school are working together to evaluate how well the school conditions contribute to effective, sufficient and equitable opportunities to learn. The school is committed to deepening its understanding of the aspirations of students who transition into the school. The rationale for selecting this evaluation is to:

- strengthen connections with whānau and improve outcomes for learners
- enable all students to benefit from belonging to a community of *active, connected, free thinking* learners in which diversity is a strength.

The school expects to see an increased sense of hauora, engagement and successful learning outcomes for students who transfer into the school. The school will ensure that those students benefit equitably from all aspects of the curriculum including academic, wellbeing, cultural, sporting and leadership outcomes.

This proposed evaluation will provide further information around which school conditions are required for students to engage with learning and curricular activities that meet their individual strengths and needs.

## Strengths

The school can draw from the following strengths to support the school in its goal to increase engagement and achievement for students who transition into the school: a culture of evaluation that reflects on and acts to improve the experiences of learners, whānau and teachers

- an inclusive, co-educational environment that embraces the uniqueness of individual students
- a curriculum rich in opportunity for engagement in learning and enrichment activities

## Where to next?

Moving forward, the school will prioritise: close examination of student experiences and outcomes in relation to wellbeing, engagement, sufficiency of progress, and achievement over time

- understanding what is happening for learners and groups of learners who are not making sufficient progress towards defined outcomes
- evaluation of outcomes for these students in relation to pastoral care, planning, pedagogy, student engagement, assessment, and reporting.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Dr Lesley Patterson  
Director Review and Improvement Services (Southern)  
Southern Region | Te Tai Tini

17 June 2022

## About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)