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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

## About The School

Location	Reporoa
Ministry of Education profile number	164
School type	Secondary (Years 7 to 13)
Decile rating[1]	6
Teaching staff:	34.13
Roll generated entitlement	39
Number of teachers	
School roll	426

Number of international students	3
Gender composition	Boys 54% Girls 46%
Ethnic composition	New Zealand/Pākehā 49% New Zealand Māori 32% Other European 3% Pacific 1% Other 15%
Review team on site	October 2009
Date of this report	7 December 2009
Previous ERO reports	Education Review, August 2006 Education Review, June 2003 Accountability Review, June 1998 Assurance Audit, November 1994 Review, September 1991

## The Education Review Office (ero) Evaluation

Reporoa College is a small, rural secondary school catering for students in Years 7 to 13 located in Reporoa midway between Rotorua and Taupo. The current roll is 426, of whom, thirty-two percent identify as Māori. There has been a significant increase in roll since the last review.

A new principal took up his position at the beginning of 2008. In July 2008 the senior leadership team was expanded and restructured. There have also been a number of changes in staff and in board of trustees membership. At the time of the review, major reconstruction and renovation of the administration and staffroom area was being completed.

National Certificate of Educational Achievement (NCEA) data for 2007 and 2008 indicates that, overall, students are achieving well in comparison with students in other schools, both nationally and in schools of a similar decile. This data also shows that Māori students are achieving at levels slightly below those of other students in the school but are doing well in relation to Māori students nationally.

There are high levels of participation by students in a wide range of sporting and cultural activities, with some students achieving notable success at local, regional and national levels.

The most significant positive features of the school that were identified in this review are:

- a clear strategic direction and sense of purpose for supporting students to achieve success, that is informed by effective use of school-wide information about student achievement;
- a determination to provide a wide range of academic, sporting and cultural learning opportunities to which all students have ready access;
- holistic support for students' physical and emotional wellbeing; and
- teachers who are positive about their roles, committed to assisting students to achieve success and who maintain positive relationships with students.

Improving teacher capability in the use of achievement information to inform planning to meet the specific learning needs of individuals and groups of students and the implementation of literacy teaching strategies are important areas for ongoing development.

The principal has established himself as an effective professional leader of the school. He is well informed about current good practice in education and has introduced sound management and self-review procedures. These procedures have the potential to improve school-wide monitoring and evaluation of practices that influence teaching and learning. The principal is well supported by members of the senior leadership team who bring complementary skills, high levels of commitment and enthusiasm to their roles.

Board members provide sound governance for the school. They are led by an experienced chairperson who is strongly supportive of, and highly visible in, the school and community. The school enjoys positive relationships with and support from the local community. Parents spoken to during the review expressed appreciation of the accessibility of staff.

The general atmosphere in the school is one of optimism and purpose.

## Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

# The Focus Of The Review

## Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

In Years 7 to 10 the school is gathering information about student achievement in literacy and numeracy using nationally standardised assessment tools. Supplementary Test of Achievement in Reading (STAR) data for 2009 indicates that 29 percent of students in Year 7 were reading at low levels when they entered the school. Support programmes have been put in place to address this.

Achievement targets in 2008 and again in 2009 are to raise achievement in Year 9 literacy and numeracy. STAR assessment in reading shows that at the end of 2008, 85 percent of students in Year 9 were reading at or above their chronological age. In numeracy, at the end of 2008, 65 percent of students were working above Level 3.

National Certificate of Educational Achievement (NCEA) data, for 2007 and 2008, shows that most students are achieving Level 1 literacy and numeracy requirements. In 2008, 97 and 99 percent of students respectively achieved these requirements.

In Years 11 to 13, NCEA data analysed by the school, for 2007 and 2008, indicates that students are achieving well at all levels in relation to students in other schools of the same decile and on a national basis. In 2008 the proportion of students who entered for NCEA, and who obtained Level 1, 2 and 3 qualifications, was above that of students in other schools of the same decile. At Levels 2 and 3 it was significantly above. NCEA data also shows that Māori students are achieving slightly below the level of other students in the school but are achieving well in comparison with Māori students nationally.

One student obtained two Scholarships in 2007, and one student gained three Scholarships in 2008.

A challenge for the school is to raise the proportion of students gaining NCEA achievement with merit or excellence.

Ministry of Education (MOE) benchmark and School Smart data indicates that few students are leaving school without formal qualifications. This data also shows that the proportion of students remaining at school to Year 13 is lower than that in other schools of the same decile.

Significant numbers of individuals and groups of students are achieving success in a wide range of academic, sporting and cultural activities at local, regional and national levels.

### School Specific Priorities

Before the review, the board of Reporoa College was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Reporoa College.

ERO and the board have agreed on the following focus area for the review:

- opportunities for students to achieve success.

ERO's findings in this area are set out below.

## Opportunities for Students to Achieve Success

### Background

Reporoa College aims to provide a wide range of learning opportunities that enable all students to achieve success and reach their potential. This includes opportunities in academic, sporting and cultural activities. This review evaluates the extent to which school-wide systems, practices and initiatives are supporting all students to achieve success.

### Student progress and achievement

The comments about student achievement above also apply in this area.

### Areas of good performance

**Strategic direction:** The board of trustees and principal are committed to, and provide, clear strategic direction for the school's objective of ensuring that all students are able to achieve success. Provision of learning opportunities that enable all students to reach their full potential is a key goal in the strategic plan. The board receives comprehensive information about student achievement and uses this information to set achievement targets and inform decision making about improving student achievement. This clear strategic direction is promoting a strong sense of common purpose among trustees, school leaders and staff for promoting successful learning outcomes for all students.

**Leadership:** The principal is providing strong professional leadership for the school. He has a clear understanding of current good practice in education and is implementing sound management and self-review procedures. Members of the recently expanded and restructured senior leadership team have clearly defined roles and responsibilities and are working well together to support the direction of the school. Effective professional and educational leadership is helping to maintain a focus on improving student achievement and success.

**Learning pathways:** School leaders and staff work hard to provide appropriate learning opportunities and pathways for all students. They are making flexible use of NCEA achievement and unit standards, national certificate courses, work experience, multi-level timetabling and video conferencing facilities to enhance the range of learning opportunities available to students and

prepare them for future learning and employment. In addition, programmes are provided for students requiring learning support and extension. Well planned school-wide curriculum structures and organisation are helping to maximise opportunities for students to choose appropriate learning pathways and achieve success.

**Co-curricular opportunities:** Valuable learning opportunities are available to students through ready access to a variety of co-curricular activities. Students are able to participate in a wide range of sporting codes and the performing arts, as well as in education outside the classroom experiences. Opportunities are also available for students to develop leadership skills, to take responsibility and demonstrate initiative. Involvement in co-curricular activities allows students to achieve success and develop key competencies such as managing themselves and relating to others.

**Classroom practice:** In many classrooms ERO observed teachers successfully using a range of appropriate teaching practices. These practices included:

- sharing and discussing the purpose of learning with students;
- the use of technology to make learning real and visual;
- open-ended questioning to encourage student thinking;
- the use of scaffolds, exemplars and learning frameworks to help students to work independently;
- the use of co-operative learning strategies that give students opportunities to share ideas; and
- reflection and recapping at the end of lessons.

The use of these practices is encouraging student engagement with learning so that they can achieve success.

**Student wellbeing:** Staff involved in the school's guidance and pastoral care network demonstrate an inclusive approach to sustaining students' holistic wellbeing. The Wellness Centre provides a safe and welcoming environment for students where they have ready access to both healthcare and guidance personnel. Deans and senior leaders have a positive and restorative approach to behaviour management. Students' ideas and concerns are taken into account and there is effective ongoing self review about the implementation of pastoral care procedures and initiatives. Students are receiving the support necessary to enable them to remain focused on their learning.

**Relationships:** An atmosphere of mutual respect predominates across the school. Relationships between students and teachers are positive and affirming. Teachers willingly involve themselves in co-curricular activities and provide tuition for students outside class hours. High levels of collegiality and cooperation are evident among staff and effective procedures are in place to mentor new and beginning teachers. Older and younger students relate well with each other. Parents spoken to

during the review stated that they felt welcome in the school and found staff to be accessible and approachable. Positive relationships at all levels are helping to create an environment that supports student learning and success.

## Areas for improvement

**Planning for student learning:** Teachers' planning to meet the specific learning needs of students requires further strengthening. School leaders are gathering and analysing information about student achievement. They are using this information effectively to inform school-wide strategic direction and are making it available to teachers. However, at classroom level, there is a need for teachers to use achievement information more consistently to identify and plan next steps for learning for individuals and groups of students. A greater emphasis in this area should lead to more focused and deliberate acts of teaching and help to promote greater student engagement in learning for further raising student achievement and success.

**Literacy teaching and learning:** The school has identified that a significant proportion of students are entering the school with poor literacy skills. While some additional support is being provided for these students outside normal classroom programmes, consideration now needs to be given to developing a more cohesive, whole-school approach to literacy teaching and learning. This should include enhancing all teachers' awareness, skills and understanding of the use of literacy teaching strategies, particularly in Years 7 to 10. Attention to this matter is necessary to help ensure that the potential of some students to achieve success is not impeded by poor literacy skills.

## Areas Of National Interest

### Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Reporoa College ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

### Success for Māori Students: Progress

In this review, ERO evaluated the extent to which the school was familiar with the Māori Education Strategy - Ka Hikitia: Managing for Success and progress made since the last review in promoting

success at school for Māori students.

The school reports it has taken Ka Hikitia into account when revising planning documents for this year.

### Area of progress

Engagement of Māori students: Māori students are generally well engaged in learning and in all aspects of school life. The overall achievement of Māori students as indicated by NCEA data is either comparable with, or slightly below, that of other students. The retention of Māori students to the senior school compares well with that of other students in the school. There are high levels of participation by Māori students in sporting and cultural activities including kapa haka. School leaders endeavour to maintain liaison with Māori parents and the community through regular meetings of the whānau support group.

### Area for further improvement

Te reo Māori programme: There is a need for the school to review the delivery of the te reo Māori programme to ensure that students have access to appropriate teaching and learning in this area. At the time of the review the school was without a te reo Māori teacher and there were no adequate guidelines or documentation to support programme delivery.

### Preparing to Give Effect to the New Zealand Curriculum

Schools are currently working towards implementing The New Zealand Curriculum by February 2010. During this review ERO investigated the progress Reporoa College is making towards giving full effect to the curriculum as part of its planning, organisation and teaching practice.

ERO found that school leaders and teachers at Reporoa College are making good progress towards giving effect to The New Zealand Curriculum in their planning, organisation and teaching.

### Including Students with High Needs

During this review ERO investigated the extent to which the board and school leaders of Reporoa College provide an inclusive education for students with high needs. This included collecting evidence about the school's policies, processes and practices to support the enrolment and induction of students with high needs and to support their participation and achievement at school. The information collected during this review will contribute to information that will be reported in a national education evaluation report.

Prior to a review, a board of trustees and principal attest in the Board Assurance Statement that they have taken all reasonable steps to meet their legal requirements including those detailed in Ministry of Education circulars and other documents.

The board of Reporoa College was asked to attest to whether it had 'ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities and, where necessary, have put in place support systems centred on each individual with disabilities.' The board was also asked to attest that 'policies and procedures that relate to students who have special education needs are implemented without discrimination'.

ERO's findings confirm these attestations.

## Provision for International Students

### Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Reporoa College is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school complies with all aspects of the Code.

#### Area of good performance

Support for international students: The school is providing strong support for its three international students. This includes:

- good quality pastoral care support; and
- appropriate English language support and effective monitoring of learning progress.

International students spoken to during the review stated that they felt well integrated into the life of the school and were able to participate fully in school activities and events.

## Board Assurance On Compliance Areas

### Overview

Before the review, the board of trustees and principal of Reporoa College completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration;
- curriculum;

- · management of health, safety and welfare;
- · personnel management;
- · financial management; and
- · asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- · emotional safety of students (including prevention of bullying and sexual harassment);
- · physical safety of students;
- · teacher registration;
- · stand-downs, suspensions, expulsions and exclusions; and
- · attendance.

## Compliance

In order to improve current practice, the board of trustees should:

5.1 take steps to ensure that teachers' performance objectives are specific and measurable so that they can be more closely monitored; and

5.2 ensure that safety requirements in workshops are reviewed and regularly monitored.

## Recommendation

ERO and the board of trustees have developed the following recommendation:

6.1 that school leaders support teachers, through appropriate professional development, to enhance their knowledge and skill in planning:

- · to meet the differentiated learning needs of individuals and groups of students; and
- · for the implementation of literacy teaching strategies.

## Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the

next review in three years.

Dr Graham Stoop

Chief Review Officer

7 December 2009

7 December 2009

To the Parents and Community of Reporoa College

These are the findings of the Education Review Office's latest report on Reporoa College.

## Community Page

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## Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, [www.ero.govt.nz](http://www.ero.govt.nz).

Dr Graham Stoop

Chief Review Officer

## GENERAL INFORMATION ABOUT REVIEWS

### About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

### Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

### Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

### Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.