

# Raglan Area School Education Review

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## About the School

Location	Raglan	
Ministry of Education profile number	125	
School type	Composite (Years 1 to 13)	
Decile [ 1]	4	
School roll	402	
Gender composition	Boys 61% Girls 39%	
Ethnic composition	NZ Māori	60%
	NZ European/Pākehā	33%
	Other European	5%
	Other Asian	2%
Special Features	Māori immersion classes (3) Resource Teacher: Learning and Behaviour	
Review team on site	May 2011	
Date of this report	20 June 2011	
Most recent ERO report(s)	Education Review	September 2008
	Education Review	March 2007
	Education Review	September 2005

## The Purpose of an ERO Report

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

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

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides

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## 1 Context

What are the important features of this school's context that have an impact on student learning?

Raglan Area School's mission is to provide a quality education in a caring bicultural environment. Board, staff and students demonstrate a high level of commitment to the values and principles of whakawhanaungatanga, manaakitanga, kaitiakitanga and poutama. These values are supported by the school's responsible approach to student safety and wellbeing, and the emphasis on inclusion and restorative practices. The rumaki unit continues to be a significant provider for whānau who choose a Māori immersion approach for their children's learning.

The school's focus is on using the learning opportunities of the local environment in conjunction with academic programmes. These are demonstrated by the Enviroschools programme, coastal restoration project, community service, and a Surfing Academy, which equips its students to participate and compete successfully in this area of sporting endeavour.

## 2 Learning

How well are students learning – engaging, progressing and achieving?

Collated achievement information for Years 1 to 6 in reading, writing and mathematics against the National Standards indicates that overall the majority of students were achieving at and above expectations. In Years 7 to 10, achievement information gathered in aspects of numeracy shows that a significant majority including Māori students were achieving below national comparisons. Reading and numeracy data for students in the rumaki classes in 2010 shows that overall the majority of students were achieving at expected levels.

School-wide achievement information in reading and writing has been a focus for teachers. They are participating in a Ministry of Education Secondary Literacy Project for Years 9 and 10, and are including Years 7 and 8 data. In reading the data shows that the majority is meeting National Standards. There is a reducing small group of Māori boys that are over represented in the group not achieving National Standards. This year teachers are undertaking workshops in the moderation of assessment in writing that is linked to the National Standards.

National Certificate of Educational Achievement (NCEA) Levels 1, 2 and 3 results for 2010 show positive improvement from 2009. The results particularly for Level 2 were significantly better. These improvements were assisted by teachers introducing a stronger focus on mentoring senior students about their ongoing levels of achievement, and supporting them with targeted strategies.

The school uses a wide range of nationally referenced tools to identify student progress and achievement in Years 1 to 10. School Entry Assessment (SEA) data shows that the oral language skills and knowledge of 5 year old students beginning school has steadily improved since 2007. In 2010, the school reported approximately 80% of students began school with age appropriate literacy skills.

Students have a positive attitude to their learning. They show high levels of respect for teachers and one another, and enjoy the wide range of learning opportunities available to them. The increased emphasis on seeking student views and involving them in meaningful learning is contributing to their sense of belonging and engagement. There are also improved levels of attendance and retention of senior students. Successes in all areas are acknowledged, affirmed and celebrated.

There are examples, particularly in the junior, rumaki and middle school, of teachers making effective use of student achievement information to improve student learning. Achievement information is also used to report to parents about their children's progress and achievement. The school reported to parents on achievement against National Standards at the end of 2010

for students in Years 1 to 8, and at mid-year for Years 1 to 6. This reporting could be further improved by making more explicit reference to levels of achievement against the National Standards.

Students with identified learning needs receive targeted teaching through in-class or withdrawal support programmes. While the progress of these students is carefully tracked and monitored, the effectiveness of these programmes should be regularly reported to the board as part of the school's self-review process.

The school has developed its 2011 targets for student achievement using reliable achievement information. These targets are based on the expectations of the National Standards for reading in Years 1 to 10. This information will be beneficial for monitoring student progress related to strategic initiatives for raising reading achievement across the school, as well as reporting to the board and community.

How well are Māori students learning – engaging, progressing and achieving?

School information shows that Māori students were achieving below non-Māori students. Specific targets for Māori student achievement against National Standards in Years 1 to 8 for 2011 have been set, as well as targets for students in Years 9 and 10. A Māori achievement plan identifies broad strategies and initiatives that are based on the collation and analysis of student achievement information gathered across the school.

Māori perspectives are well represented in the school and supported by high numbers of staff and trustees who identify as Māori. Students benefit from the culturally inclusive spirit of the school, and the recognition given to Māori culture, language and identity. Senior leaders express strong commitment to raising Māori student achievement. They have been involved in professional development about leadership of Māori learning, and in addition, teachers have undertaken professional learning to increase their understanding of the unique cultural values and experiences Māori students bring to the school.

### 3 Curriculum

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

The school has developed, in consultation with its community, a broad curriculum that reflects local contexts and acknowledges the needs and aspirations of students, parents, and whānau. There is a sustained focus on improving literacy achievement across the school. Teachers have been involved in targeted professional development to raise their knowledge and understanding of effective literacy practice.

A valuable curriculum implementation plan has been developed for Years 1 to 10. Teachers and senior leaders collaborated to formulate learning progressions, assessment and monitoring practices, and criteria for making judgements against National Standards. Senior students experience a curriculum that focuses on NCEA and provides appropriate learning pathways and qualifications.

Teachers' interactions with students are focused on promoting their learning. ERO observed examples of effective classroom practice across the school. In these classrooms, teachers had created a supportive learning environment where children understood what they were learning and how well they were succeeding. The effective teaching strategies used in these classrooms could be adopted as expected practice. Further developing classroom planning to identify specific instructional strategies is likely to build on knowledge gained from professional development. These actions should support raising student achievement, particularly in writing, and using more consistently effective strategies that give students more ownership of, and responsibility for, their own learning.

## 4 Sustainable Performance

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

The school is suitably placed to sustain and improve its performance. The board, senior leaders and staff articulate a commitment to improving student progress, engagement and achievement. Positive steps have been taken to strengthen leadership capability, raise the quality of teaching practice, improve educational outcomes for students and develop a meaningful partnership with the community. The relatively inexperienced board of trustees brings a diverse range of relevant knowledge and skills to their roles. Further board training relating to planning and reporting, and self review should enhance governance practices.

### Provision for international students

There are no international students enrolled at Raglan Area School.

### Provision for students in the school hostel

Raglan Area School does not have a school hostel.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school 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
- 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

- attendance.

When is ERO likely to review the school again?

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

Richard Thornton  
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Northern Region

20 June 2011