

# Raglan Area School Education Review

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

## About The School

Location	Raglan
Ministry of Education profile number	125
School type	Composite, Years 0-13
Decile rating	4
Teaching staff:	31
Roll generated entitlement	5.6
Other	36
Number of teachers	
School roll	420
Gender composition	Boys 61% Girls 39%
Ethnic composition	NZ Māori 59% NZ European/Pākehā 36% Other 5%
Special features	1 Resource Teacher: Learning and Behaviour 4 Immersion classes: Te Rōpū Aroha ki Te Reo
Review team on site	July 2008
Date of this report	29 September 2008
Previous ERO reports	Special Review March 2007 Education Review 2005 Accountability Review December 2001 Assurance Audit March 1997 Assurance Audit December 1994 Assurance Audit April 1993



## The Education Review Office (ero) Evaluation

Raglan Area School is a composite Year 0-13 school, overlooking the Whaingaroa Harbour and Mount Karioi, in the township of Raglan. Te Rōpū Aroha ki te Reo operates within the school, providing immersion in te reo Māori for students from Year 1-10, whose parents wish them to learn in this medium. The school administration area has been remodelled and the foyer provides an attractive space to display artworks.

Since the last review a new principal has been appointed. While there was a challenge to the board's process of appointment that resulted in an unsettled period, this matter has now been addressed.

The recently elected board of trustees has developed an effective working relationship with the principal. Board members are knowledgeable about their roles and committed to the school and its community. The board has consulted thoroughly with parents in reviewing the school's charter.

The school's senior leadership team has been restructured. This new team and the board now need to give careful consideration to the development of school-wide goals, including achievement targets for planning and reporting, that are consistently informed by student achievement information.

Some progress has been made in addressing the recommendation in the previous ERO report about formative assessment, particularly in Year 3-6. However, management is yet to give full and ongoing consideration to areas for improvement about modifying literacy programmes, developing expectations for student achievement and the interpretation and use of National Certificate of Educational Achievement (NCEA) data.

This report identifies the continuing need for school leaders to develop systems and practices for the management, interpretation and use of achievement information school wide. This is necessary to enable the principal to meet the requirement of reporting to the board and community about student achievement and progress overall.

At Year 1-10, teachers gather student achievement information in reading and mathematics. In reading most students, including Māori in the mainstream, are achieving at and above expected levels. In numeracy, the majority of students at Year 1-6 are achieving at and above the expected stages on the national numeracy framework. The majority of students in Year 7-9 however, are achieving below expected levels in mathematics.

The school's New Zealand Qualifications Authority (NZQA) data shows that in 2007 the proportion of students achieving the required Level 1 literacy credits is higher than national

percentages. The proportion achieving the required Level 1 numeracy credits is significantly below the national percentage.

The rate of achievement of Māori students in NCEA Levels 1, 2 and 3 is comparable to that of non-Māori students in the school. However, results in NCEA te Reo Māori indicate that students in the school are achieving significant success at Levels 1- 4.

There are models of effective teaching practice in classes from Year 1-6 and in some senior classes. In the junior school, teachers demonstrate effective strategies for the teaching of reading and writing. In these classes teachers are successfully engaging students in the learning process. Some teachers are making effective use of assessment information to inform teaching and learning and this information is also used to identify students needing additional assistance with their learning.

Relationships between teachers and students are generally respectful. The values of manaakitanga, whakawhanaungatanga and kaitiakitanga identified in the charter underpin the life and daily operation of the school. An expectation that relationships are founded on care, support and guardianship provides a basis for student teacher interactions.

Te reo me nga tikanga Māori is well integrated into the daily life of the school. A significant number of teachers are fluent speakers of Māori and use te reo spontaneously, providing good role models for staff and students.

The school makes good use of the surrounding physical environment and its people to provide authentic contexts for learning. Both the Enviro Schools initiative and the Surfing Academy promote student self management and opportunities to develop an understanding of, and respect for, the local environment. Teachers draw on expertise within the local community to enrich programmes for students in the arts, technology education for sustainability and science. The school continues to enjoy a positive relationship with its parent community.

The principal is working collaboratively with all parties to set school-wide direction. He is committed to the school and its community and is supported in this by the recently appointed deputy principal. The senior leadership team is working hard to support the principal and students. It is now important that the principal and senior leaders prioritise areas for school development and consolidate the school's vision for teaching and learning.

The school uses student achievement information to set targets. However, the analysis of variance and the charter and annual plan need to be processed in a timely manner.

The focus of this report is the effectiveness of the school's systems and initiatives in engaging

students as learners. In addition, the report evaluates progress in Māori student achievement, achievement of Pacific students, thinking about the future, and the readiness of the school to implement the revised New Zealand Curriculum. Several health and safety aspects that may have an effect on students' emotional and physical safety are also investigated.

### Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

## 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.

#### Information on literacy and mathematics

The school uses externally referenced assessment tests to gather information about reading and mathematics for students from Year 1-10.

Achievement information about reading in the junior school indicates that by the end of Year 2 the majority of students are achieving at age expected levels.

Achievement information for Year 3-9 students using Supplementary Test of Achievement in Reading (STAR) indicates that overall the percentage of students achieving at an average level (stanines 4-6) is comparable with the percentage expected nationally. During 2007 a significant proportion of students in Years 4-6 made gains in reading that reached or exceeded the targets set for them.

The school uses Assessment Tools for Teaching and Learning (asTTle) at Year 10 to gather achievement information about reading. This information indicates that a significant proportion of students are achieving below the national mean.

In numeracy most students in Year 1-6 are achieving at or above the expected stage on the national numeracy framework. Teachers monitor the progress of students at these year levels and this information shows that they continue to make appropriate learning gains in accordance with the national numeracy framework.

Student achievement information about mathematics at Years 7-10 using the Progressive Achievement Test (PAT) indicates that the majority of students at each year level are achieving significantly below national expectations.

#### NCEA

The school's NZQA data shows that in 2007 the proportion of students achieving the required Level 1 literacy credits in NCEA is higher than the national percentages. The proportion achieving the required Level 1 numeracy credits is significantly below the national percentage.

The proportion of students gaining NCEA Level 1 in Year 11 is significantly lower than the national average. The proportion of students gaining NCEA Level 2 in Year 12 and Level 3 in Year 13 is similarly below the national average. However, a significant proportion of students

gain Level 1 in Year 12 and Level 2 in Year 13. In 2007 80% of Year 13 students continued to tertiary education.

### Māori student achievement

In 2007 in Year 3, STAR data indicates that Māori students were over represented in the stanine 1-3 band (below average). In Year 4, STAR data indicates that Māori students were achieving above their non-Māori peers in reading. In Years 7-10 the achievement information using externally referenced assessment tools in reading and mathematics indicates that while Māori student achievement is comparable with non-Māori, both groups are achieving below expected levels.

STAR data indicates that students in Te Rōpū in Years 8 and 9 are achieving slightly above students in the mainstream school.

The results for NCEA te reo Māori from 2007 show a 100% success rate for internal assessments at Levels 1 to 3, and an 80% pass rate for external Level 1 examinations.

### School Specific Priorities

Before the review, the board of Raglan Area School 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 Raglan Area School.

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

the effectiveness of the school's systems and initiatives in engaging students as learners.

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

### The Effectiveness of the School's Systems and Initiatives in Engaging Students as Learners

#### Background

The school has identified as a goal the provision of a quality education in a caring bi-cultural



environment. The timetable and class structures have been reviewed with the intention of meeting the learning needs of students and with a focus on the middle school, Year 7- 10. The school values the links that hold it and its community together. These links are recognised as having the potential to provide the continuity in education designed to raise student achievement. This report evaluates the effectiveness of the school's systems and initiatives in raising the achievement of students.

## Student progress and achievement

Information in the section Student Achievement Overall (above) is also relevant in this section.

The school's retention rate to Year 13 is below that of schools of similar decile but has risen significantly from 2005.

## Areas of good performance

**Learning experiences:** The school makes good use of the surrounding physical environment and its people to provide authentic contexts for learning. A recent initiative has been to provide intensive learning opportunities for students in a range of curriculum areas. Teachers draw on personnel from the local community who have particular expertise to enrich programmes for students, particularly in the arts, technology and science. Students value the opportunity to choose and student narratives show that they appreciate these learning experiences.

**Pastoral care:** There is an holistic approach to student wellbeing in the school community. A range of part time, internal and external personnel such as the psychologist, guidance counsellors, social worker, nurse, physiotherapist and attendance officer have specific expertise to support student physical and emotional health. The school's behaviour management systems have been revised to include some aspects of restorative practice. Students' health and welfare needs are well met.

**Strategies to engage students:** There are models of effective teaching practice in classes from Years 1-6 and in some senior classes. In the junior school, teachers demonstrate effective strategies for the teaching of reading, writing and mathematics. Teaching and learning is informed by assessment information and learning programmes are differentiated to meet the identified needs of students. In these classes teachers are successfully engaging students in the learning process.

**Classroom assessment:** Teachers at Years 1-6 make effective use of a wide range of assessment information. Ongoing monitoring and use of this information enables teachers to identify and plan specifically to meet the individual and group learning needs of students.

Student achievement and progress is well documented in individual portfolios at Years 3-6. These documents keep parents well informed about their child's progress. Students in the junior syndicates demonstrate high levels of engagement in relevant and focused learning programmes.

School culture: The values of manaakitanga, whakawhanaungatanga and kaitiakitanga identified in its charter underpin the life and daily operation of the school. The expectation that relationships are founded on care, support and guardianship provides a basis for student teacher interactions. These values are extended to parents and members of the school community. Students benefit from being able to learn in a supportive environment where their background and individuality are valued.

Te ao Māori: Te reo me nga tikanga Māori is well integrated into the daily life of the school. A significant number of teachers are fluent speakers of Māori and use te reo spontaneously, providing good role models for staff and students. The Māori perspective is included in the contexts for learning and is evident in classroom environments. Students are benefiting from opportunities to participate and learn in this bicultural setting.

Surfing academy: The surfing academy is a successful feature of the school. Students who have a particular interest and talent for surfing attend Raglan Area School to develop their skills alongside an academic programme. The content and high expectations of the academy's programme promote student's ability to self manage their learning and to progress.

Enviro Schools: The school's involvement in the Enviro Schools programme is providing successful links with the local and regional community. Through the Enviro Schools committee, students are able to assume leadership roles and develop a respect for and understanding of the natural environment. Students participate in community based events and projects such as recycling, tree planting and 'clean-ups' in the local area. These activities provide meaningful contexts and purposes for students' learning across the curriculum.

### Areas for improvement

Strategic planning: The school's process for planning strategically needs to be strengthened. Management and the board now need to give further careful consideration to the development of school-wide goals that are based on the needs and aspirations of the school and its community. This process needs to include timelines and be closely aligned to ongoing self-review. Strengthening these aspects of the strategic planning process should enable the board and school leaders to prioritise areas for development, meet deadlines and monitor and evaluate systems and initiatives.

Leading change: The board and senior managers are yet to develop a shared and agreed vision about strategies to engage students in learning. In order to realise this vision,

management needs to develop:

- agreed expectations for curriculum planning and delivery;
- a plan for school-wide professional development that is targeted, ongoing and linked to the appraisal process for teachers;
- clear understanding of the roles and responsibilities of school leaders, especially assistant principals and heads of department; and
- a process for monitoring and evaluating the effectiveness of systems and initiatives.

Developing these key aspects of change management is likely to ensure effective two-way communication between teachers and management, bring about cohesion and continuity of practice across the school, improve teacher capability and embed the agreed practices.

Management and use of achievement information: The school needs to develop systems and practices for the management, interpretation and use of school-wide achievement information. School leaders need to collate data from all syndicates to develop a school-wide overview of achievement and interpret this information to show trends and patterns for groups of students over time and to show progress. This information should enable the principal to report to the community and the board about how well students at Raglan Area School are achieving in comparison with national expectations. In addition, this data will assist the board to identify achievement targets for planning and reporting and make informed decisions about future school development.

## 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 Raglan Area School 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.

### The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of Māori students and in initiatives designed to promote improved achievement. Nearly 60% of the students in the school identify as Māori. Aspects of the progress of Māori students are addressed in the section on Student Achievement Overall above and in the Areas of good performance under the Focus Area.

### Te Rōpū Aroha ki te Reo

#### Background

Te Rōpū Aroha ki te Reo (TRAKTR) is a Māori immersion unit that operates within Raglan Area School. There are currently 84 students in the unit from Year 0 to 10. TRAKTR caters for children from kōhanga reo and students from other bilingual and immersion settings. Students are taught through the medium of the Māori language and exposed to tikanga Māori as a natural part of their learning. TRAKTR recognises the importance of its links to tangata whenua and the local iwi.

#### Areas of progress

Achievement of TRAKTR students: The teachers in the unit have analysed literacy and numeracy achievement information from Term one this year. This information shows that 94% of students in Year 1 to 6 are achieving at or above their age level in pānui. In tuhituhi, 90% of students in achieving at or above their age level. A support programme has been implemented to assist students who require additional support with reading and writing. In

pangarau, 89% of students in Year 0 to 10 are achieving at or above expectations. Most students at these year levels of TRAKTR continue to achieve well in literacy and numeracy.

Strategic direction: The whānau and staff are currently refining their vision and strategic direction for TRAKTR. They have held meetings and wānanga to reflect on previous goals and to begin identifying key priorities for the next three years. These discussions have also included the possible adoption of Te Aho Matua as a guiding philosophy for the unit, establishing a student graduate profile for the unit and the development of a new marau (curriculum). The iwi representative and other experts have also provided support and guidance in this area. The whānau, staff and community have input into the future direction of the unit.

Whānau and community involvement: Whānau participation in the unit is encouraged and valued. There is good attendance by whānau members and staff at regular meetings. Whānau are encouraged to take an active role in supporting their children's learning and to contribute to initiatives and programmes within TRAKTR. There are defined expectations for staff to communicate with parents and the community. TRAKTR has maintained close relationships with Poihākena Marae, the local hapū and iwi and Mauri Tau. Outcomes for students are enhanced by the involvement of whānau and community members.

TRAKTR staff: There is a strong complement of staff who bring a wide range of skills and knowledge to the unit. They are competent models and speakers of te reo Māori who interact with students in a manner that reflects and upholds tikanga Māori. They work collaboratively to assist the delivery of kaupapa-based programmes that reflect topics of interest and relevance to students. Most teachers use a range of effective strategies to support students learning. Student learning is well supported by the staff.

### Area for further improvement

Strengthening students' use of te reo Māori: Although teachers model and promote the use of te reo Māori in the unit, some students continue to speak English when interacting with teachers and their peers. Further discussion by whānau and staff is needed to identify and implement a range of effective strategies to encourage all students in TRAKTR to speak te reo Māori consistently.

### The Achievement of Pacific Students

During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its Pacific students. There are nineteen Pacific students enrolled at the school.

### Area of good performance

Achievement and progress of Pacific students: The school identifies Pacific students, keeps a register and appropriately monitors their progress over time. Individual students' needs in literacy and numeracy are recognised and the school provides resources and programmes for additional support as required.

### Implementing the New Zealand Curriculum in 2010

#### Progress to date

In preparing for teaching the New Zealand Curriculum in 2010 the school has begun a process of consultation with the community and raising awareness amongst staff, giving particular attention to values and key competencies. In this process the school is making reference to The New Zealand Curriculum (2007) and Te Marautanga o Aotearoa (2007) and Te Aho Matua.

#### Next steps

The school has decided that its priorities for preparation over the next three to six months are to integrate key competencies into curriculum planning.

#### Thinking about the Future

ERO is currently discussing with secondary schools how they are thinking about the future and what it might mean for their students.

The school reports that it has thought about the future and what it might mean for their students in the following way:

consulted with the community about the place of the school in the community and considered the revised New Zealand Curriculum as part of this process.

# Board Assurance On Compliance Areas

## Overview

Before the review, the board of trustees and principal of Raglan Area 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; 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.

Each school needs to acknowledge that bullying is a risk to be managed. To improve practice this school should ensure that its policies and procedures for preventing bullying are regularly reviewed and that they are understood and adhered to by staff and students.

## Compliance

During the course of the review ERO identified an area of non-compliance.

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

5.1 ensure that student achievement information is reported to the board and school community, including to the Māori community.





## Recommendation

ERO recommends that:

6.1 the principal and deputy principal seek ongoing external advice and guidance to assist them with the process of managing change, with particular attention to the areas identified for improvement in this report.

## Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

Gavin Baumberg

Acting Area Manager

for Chief Review Officer

29 September 2008

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To the Parents and Community of Raglan Area School

These are the findings of the Education Review Office's latest report on Raglan Area School.

## 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, <http://www.ero.govt.nz>.

Gavin Baumberg

Acting Area Manager

for 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

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## 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.

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