



**Education Review Office**  
Te Tari Arotake Mātauranga

**Raglan Area School**  
**Raglan**

**Confirmed**

**Education Review Report**

# Education Review Report

## Raglan Area School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

## Findings

### 1 Background and Context

#### What is the background and context for this school's review?

Raglan Area School caters for students in Years 1 to 14 in Raglan township 50 kilometres west of Hamilton. The roll has grown over time to 578 students of which 277 are Māori. Most Māori affiliate to Ngaati Maahanga and Tainui. There are opportunities for students in Years 1 to 10 to learn through the medium of te reo Māori in the Te Roopu Aroha ki Te Reo.

The previous ERO review in July 2017 identified several areas of school operation that required improvement. Since the 2017 review a new deputy principal has been appointed in Term 2 2018 and a new principal was appointed Term 1 2019. Recent board of trustees elections have seen three new members elected to the board.

### 2 Review and Development

#### How effectively is the school addressing its priorities for review and development?

#### Priorities identified for review and development

- developing a schoolwide curriculum, dependable assessment practices and an understanding about accelerated progress to support students not yet at expectations
- developing a robust governance policy and procedure framework to guide school operation
- strengthening annual improvement targets, supporting action planning and monitoring and evaluation of accelerated achievement
- building professional capacity and leadership schoolwide through embedding professional learning and development and robust implementation of appraisal and teacher inquiry
- developing internal evaluation capacity to determine the impact of teaching programmes and interventions.

#### Progress

Through this review process the school has developed an action plan to address the priorities identified for review and development in the 2017 ERO report through three focus areas. These areas have supported the school to build a sustainable approach to change.

### **Building professional governance and leadership capacity to improve outcomes for all learners**

The newly formed senior leadership team has worked collaboratively with the board of trustees to implement a well-considered, strategic approach to change. The processes that have been implemented are transparent and the rationale for change has been effectively communicated with all stakeholders. Leaders have provided opportunities for teachers to build collaborative practice across the school through targeted and school-wide professional learning and development. Recently developed processes and the centralisation of appraisal documentation is providing a foundation for improvement. There are clear systems in place that support teachers to explore and improve their practice. Teachers undertake inquiry focused on outcomes for students at risk of not achieving. A cohesive approach to teaching and learning is developing.

### **Create a robust governance policy and procedural framework**

Relationships between trustees and leaders are based on trust, integrity and openness. Newly elected trustees bring a range of skills and expertise that complement existing trustees. Trustees have participated in an induction processes and sought external guidance to strengthen their governance role. They are gaining a deeper knowledge of student achievement and progress through improved reporting from middle and senior leaders. Compliance issues have been addressed and useful self-review processes have been established. The board are representative of the community and have undertaken comprehensive consultation with the whanau and the wider community.

### **Develop and implement a comprehensive school wide curriculum to guide effective teaching and learning to raise student achievement**

Improvements have been made to the recording, analysing and reporting of student achievement in the junior school. Leaders and teachers have a focus on progress and acceleration. The recent collaborative curriculum review process has strengthened teacher's knowledge of learning across the school.

Teachers are building their knowledge and understanding of student achievement. The tracking and monitoring of achievement contribute to board reports and supports trustees to make informed strategic decisions.

There are clear guidelines and expectations for student behaviour. The introduction of the Positive Behaviour for Learning (PB4L) initiative has focused teachers on growing a learning culture. The school values have been reviewed and provide a strong foundation for whole school community. Special education needs coordinators (SENCOs) have developed systems to monitor student wellbeing and the completion of a wellbeing at school survey has provided benchmark data for the school to use in the future.

## Key next steps

The key next steps for the school are to:

- strengthen systems and processes to effectively track and monitor Year 11 to 13 students' progress and achievement throughout the year
- evaluate the effectiveness of senior programmes and practices to better align student pathways through and beyond school
- consolidate and embed initiatives to build sustainable practices
- build deeper knowledge and effective analysis of achievement information.

## 3 Sustainable performance and self review

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

Raglan Area School is in a good position to sustain and continue to improve its performance.

The school's data shows accelerated progress for students in reading, writing and mathematics in Years 1 to 6. There has been a slight improvement over time for students in National Certificate of Educational Achievement (NCEA) qualifications.

Trustees and senior leaders understand the importance of strengthening and refining internal evaluation to measure the impact and effectiveness of initiatives. They have prioritised building middle leaders' and teachers' understanding and accountability for implementing the school's appraisal system.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. 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 student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

## Conclusion

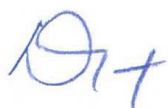
Raglan Area School has made significant progress addressing the requirements of the 2017 ERO report. The experienced principal, senior leaders, trustees and teaching staff demonstrate a sense of urgency and commitment to address and improve the learning outcomes for students. The school is developing useful systems to sustain and continue to improve its performance.

On the basis of the findings of this review, ERO 's overall evaluation judgement of Raglan Area School's performance in achieving valued outcomes for its students is:

Developing

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation](#)

[Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.



Darcy Te Hau  
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Central Region - Te Tai Pūtahi Nui

1 April 2020

## About the School

Location	Raglan	
Ministry of Education profile number	125	
School type	Composite (Years 1 to 13)	
School roll	578	
Gender composition	Male	51%
	Female	49%
Ethnic composition	Māori	39%
	NZ European/Pākehā	48%
	Other ethnic groups	13%
Review team on site	November 2019	
Date of this report	1 April 2020	
Most recent ERO report(s)	Education Review	July 2017
	Education Review	April 2014
	Education Review	June 2011