

Taupo-nui-a-Tia College Education Review

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About the School

Location	Taupo	
Ministry of Education profile number	167	
School type	Secondary (Years 9 to 13)	
School roll	921	
Number of international students	2	
Gender composition	Girls 53% Boys 47%	
Ethnic composition	NZ European 54% Māori 33% Other European 4% South East Asian 3% Other 2% Tokelau 2% Fijian 1% Cook Island Māori 1%	
Review team on site	August 2013	
Date of this report	27 September 2013	
Most recent ERO report(s)	Education Review	October 2010
	Education Review	January 2008

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. 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.

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1 Context

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

Taupo-nui-a-Tia College is a co-educational secondary school catering for students in Years 9 to 13. Students come from the local township and surrounding rural areas. At the time of this ERO review, the roll of 921 students included 33% Māori most of whom affiliate to Tuwharetoa.

The school's mission statement is to prepare students to take their place as responsible members of the wider community, local, national and global. This is reflected in an increasingly wide range of learning pathways and experiences available to students.

The school has had a positive reporting history with ERO and has responded well to the areas for review and development in the 2010 ERO report.

Teaching practice across the school is generally of a very good standard, with examples of high-quality teaching evident. Teachers have a high level of commitment to helping students to achieve well. Their openness to new ideas within a culture of ongoing reflection places them in a good position for continual improvements to teaching and learning.

The school is capably governed by experienced and knowledgeable trustees. They have overseen the completion of a new purpose-built technology block, and other refurbishments to buildings and property.

The forward thinking and motivational leadership provided by the principal, board chair and key staff members underpins the school's ongoing focus on improving teacher practice and student outcomes. This high-quality leadership is also contributing to the positive learning environment where students are able to succeed and excel.

Along with senior leaders, the principal has led positive changes since the previous ERO review of 2010. Together they have refocused the school's priorities in relation to professional learning and development, and have aligned school strategic goals with staff appraisal and curriculum review. The leadership team has been expanded to include heads of faculties and this is contributing to these improvements. Robust strategic planning and self-review processes enable the school to be well placed to support teachers to continue to raise levels of student achievement.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Senior leaders and teachers are using student achievement information to make positive changes to students' engagement, progress and achievement. They have reviewed current practices and subsequently implemented a range of initiatives to further raise student achievement. These include:

- greater alignment between school departmental goals
- teacher appraisal goals that are linked to student achievement and priority learners, including Māori learners
- a professional learning and development programme strongly focused on 'teaching as inquiry' to enhance classroom teaching practice
- the identification of a group of priority learners in Year 11 whose progress and achievement is closely monitored.

Senior leaders are able to show, through the comprehensive analysis of student achievement, engagement and destination data, that these initiatives are having a positive effect on student achievement.

The analysis of National Certificate of Educational Achievement (NCEA) data is providing the school with clear information about student success and areas for further review and development. Senior students are individually tracked and monitored in order to identify their progress and target their learning needs towards appropriate career pathways.

Since the previous ERO review in 2010, overall achievement in NCEA shows that students achieve at or above levels when compared with similar schools nationally. Māori achievement is above Māori nationally. Senior leaders have identified the need to accelerate the achievement of Māori students to levels comparable with non Māori students in the school. Pacific students are achieving at levels similar to national expectations.

In Years 9 and 10, teachers use a range of assessment tools and strategies to effectively identify and respond to the learning needs of students. Teachers are increasing their capability in the use of achievement information to evaluate the effectiveness of their teaching practices and learning programmes. It is timely for school leaders to develop a more cohesive approach to the collation, analysis and use of schoolwide student assessment information. This should assist them to report trends and patterns to the school community and further raise educational outcomes for students.

Parents, whānau, students and trustees are kept well informed about student engagement, progress and achievement through comprehensive reporting systems and practices.

3 Curriculum

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

The school continues to provide a broad and meaningful curriculum that is responsive to the ongoing needs of students. Students experience success in a range of academic, sporting and cultural events and activities. In recent years the school has extended the range of vocational courses and subject choices that reflect the local environment and employment opportunities. Students who require additional learning support and extension are provided with appropriate programmes.

Students' academic pathways are well supported by:

- effective pastoral care networks and teachers who are supportive and know their students well
- well designed careers and Gateway programmes to meet the individual needs of students
- the use of a web-based portal for students and parents to access information and enhance communication with the school
- a strong focus on strengthening students' literacy skills across the curriculum
- close tracking of individual achievement in NCEA to help ensure students are provided with appropriate support.

School leaders are focused on embedding 'teaching as inquiry' to better meet the needs of students. This focus is supported through the well-established Te Kotahitanga Ministry of Education initiative that is providing the catalyst for positive changes to teaching and learning. There are clear expectations for teaching and learning which were demonstrated in classrooms visited by ERO. These include settled and positive learning environments, caring and respectful learning relationships, and the use of a wide range of effective teaching strategies.

How effectively does the school promote educational success for Māori, as Māori?

The school effectively promotes educational success for Māori as Māori in many ways.

An overarching school goal to raise Māori student achievement provides a strong focus for school direction and decision making. Ongoing funding of the Te Kotahitanga initiative reinforces the school's commitment to improving educational outcomes for Māori students.

A strong emphasis on promoting kapa haka and the appointment of a school kāumatua, is

enhancing bicultural perspectives for Māori students. The development of a strong partnership with whānau has led to the establishment of a whānau support group who have actively contributed to the school's strategic goals.

There are good systems in place to effectively monitor the engagement and progress of every Māori student in Years 9 and 10. The number of Māori students staying to complete NCEA Level 3 has significantly increased in the past three years. Analysed data gathered by the school indicates that Māori well being, engagement and achievement is improving.

The school has identified the need to continue to develop strategies that will accelerate the achievement of Māori students.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance because:

- experienced and knowledgeable trustees are focused on improving educational outcomes for students
- leadership is effective in managing change and promoting student learning and achievement
- there is a strong focus on strengthening teaching practice
- there is a culture of high expectations for students and staff
- self-review processes are effective in informing decision making
- the curriculum is responsive to the needs of students
- there are well-established partnerships with parents and community.

Provision for international students[refer to the deskfile for how to write this section, whether there are international students or not]

The school 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. At the time of this review there were 2 international students attending the school.

The school has attested that it complies with all aspects of the Code.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

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.

When is ERO likely to review the school again?

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

Dale Bailey
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