

# Taupo-nui-a-Tia College Education Review

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## Disclaimer

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# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report: Taupo-nui-a-Tia College

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

Taupo-nui-a-Tia College is a coeducational secondary school catering for students in Years 9 to 13. Students enjoy a safe and inclusive learning environment in well-maintained and functional facilities in the township of Taupo. Cornerstone values are well embedded and underpin all aspects of school philosophy, life and practices. Students benefit from a wide range of community support that includes vocational career placement.

Te Waharoa and Te Whare Tapere O Tia are significant features sited at the entrance to the school. They celebrate Ngāti Tuwharetoa tikanga that provides a strong base for Māoritanga within the college. The school is committed to raising the achievement of Māori students and many teachers are involved in Te Kotahitanga programmes.

The board has strategic goals for the ongoing improvement of facilities for students and staff to meet curriculum needs for 21<sup>st</sup> Century learning. Recent school-wide developments include the restructuring of management councils, the opening of a new Health Centre in 2009, and upgrading the sports fields by the local business community. Trustees are committed to providing effective support for the principal, staff and school.

The well-respected principal together with senior managers has established a school culture where the expectation is that 'all students will achieve and experience learning success'. A feature of the school is the ongoing development of a curriculum that is responsive to the varied learning interests and aspirations of students.

Teachers work hard to support students and encourage them to set and achieve personal goals. They use student assessment to inform teaching and learning. Teachers are involved in an extensive range of co-curricular programmes and activities such as arts, sport and kapa haka.

Students demonstrate high levels of interest and are motivated to engage in meaningful and diverse learning pathways across a broad curriculum. They are actively involved in the life and future direction of the school. Many students achieve academic awards and success in the performing arts, and in a range of regional and national sporting codes.

Parents and whānau enjoy opportunities to share information and celebrate student achievement and successes. They receive information about school activities and matters

relating to their children and are encouraged to be increasingly involved in their children's education.

### Future Action

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

## 2 Taupo-nui-a-Tia College Curriculum

How effectively does the curriculum of Taupo-nui-a-Tia College College promote student learning, engagement, progress and achievement?

### School context and self review

Cornerstone values are well embedded and underpin all aspects of school philosophy, life and practices. The school is committed to building character through advocating, modelling and teaching the values of responsibility, respect, kindness, compassion, obedience, duty, consideration and concern for others. The school is viewed as a safe place by students.

The school's approach to implementing The New Zealand Curriculum has been to focus on curriculum principles, which are evident in the school's strategic plan, charter and learning documents. The current emphasis is on the implementation of these principles in classroom practice.

External and internal support provides professional learning and assistance for teachers in the use of teaching strategies to raise student achievement in aspects of literacy. The Learning Team provides teachers and heads of faculty with ongoing professional learning that assists students in their language development.

School leaders and the board have a well developed understanding of self review as a vehicle of change, and engage in a wide range of reflective practices.

### Student achievement:

#### Years 9 and 10

The school has continued to embed literacy teaching in Years 9 and 10. The collation and analysis of achievement information in reading is used to inform class placement. This information also shows that by the end of 2009 a significant majority of Year 9 and 10 students were achieving at or above national expectations in reading. The Special Education Needs Coordinator (SENCO) uses this data to monitor individual student progress.

A school focus for 2010 has been to raise student ability in writing. Initial progress in improving aspects of writing across most curriculum areas is evident. Further standardised tests are used to inform teachers about levels of student ability.

The school is currently trialling Assessment Tools for Teaching and Learning (e-asTTle) in reading with selected Year 9 classes as part of Te Kotahitanga programmes. While student achievement information for Years 9 and 10 is gathered and collated the school has yet to make effective use of this data to inform decision making.

## Years 11-13 (NCEA)

The school collates and interprets NCEA assessment data and reports this to the board and community. This information is used to inform curriculum planning and learning pathways for students. NCEA data from 2007 to 2009 indicates that the proportion of students obtaining qualifications at Levels 1, 2 and 3 is consistently comparable to, and slightly above that of students in schools of similar decile, and comparable to national expectations. In 2009, literacy and numeracy attainments in Level 1 and University Entrance Level 2 were significantly above national expectations.

The college continues to provide students with a wide range of cultural experiences. They enjoy many successes in music, drama, debating, public speaking, Hoe waka, kapa haka, Polynesian festivals and other cultural events.

Sport is an integral part of the college and in 2009, nineteen students gained national titles or national representative honours. The school offers students extensive sporting opportunities over a wide spectrum of codes.

## Areas of strength

### Curriculum design:

A feature of the school is the ongoing development of a curriculum that is responsive to the varied learning interests and aspirations of students. Through this curriculum design students are able to access a range of academic as well as vocational studies and are well supported to plan for future tertiary education and employment opportunities.

The knowledgeable and reflective principal, together with future focused senior managers, has established a school culture based on expectations that all students will achieve and experience learning success. Their considered approach to managing change has enabled staff and students to develop a shared vision and sense of direction for the school. Effective distributed leadership provides focused direction for curriculum development, teaching and learning. This coherent and inclusive approach to curriculum design improves students' engagement and enhances their educational outcomes.

Self-review processes are increasingly used to review the effectiveness of curriculum decision making to improve student engagement and achievement. The school has a clear focus on teaching and learning. A multi-faculty Learning Team has been established and there is a growing student voice in academic matters.

### Support for students:

Teachers engage in regular professional dialogue about effective learning and teaching. They are establishing reciprocal learning relationships with students, who are encouraged to set

and achieve personal goals. Teachers are involved in an extensive range of co-curricular programmes and activities, which contribute to positive relationships and outcomes for students.

Student achievement data and self review are used to inform professional learning and development for teachers. An emphasis on promoting student literacy across the school is benefitting students and in 2010 the 30 teachers involved in Te Kotahitanga initiatives aim to raise Māori student engagement in learning.

Māori students benefit from a strong focus on tikanga Māori and raising academic achievement. There is a school-wide expectation for teachers to integrate Māori perspectives and local contexts within classroom programmes. School leaders and teachers of te reo me ōna tikanga Māori provide strong leadership to promote achievement for Māori students and encourage senior Māori students as leaders, mentors and positive role models for other students.

The college is the managing school for Alternative Education (AE) within the region and provides students with planned contextual learning experiences. Transition pathways back into mainstream classes are monitored to ensure the needs of students are met. Well established processes engage students in courses of study and inquiry that build on individuals' strengths and interests. These courses and school events effectively transition these students into mainstream school classes.

Students demonstrate high levels of interest and are motivated to engage in meaningful and diverse learning pathways across a broad curriculum. They are actively involved in the life and future direction of the school. Students spoken with during the review appreciate the wide range of opportunities for them to achieve success. Many students achieve their goals and aspirations for success in the performing arts, and in range of sporting codes, both regionally and nationally.

### Areas for development and review

**Success for Māori:** The school has identified and prioritised that the engagement and achievement of Māori students remains a challenge. There is a need to continue to explore avenues of consultation with whānau, and review patterns of engagement and achievement of Māori students, particularly at Years 9 and 10. Such reviews should result in the improvement of presence, engagement and achievement of Māori students.

**Building capacity:** ERO and school leaders have identified that continuing to embed focused professional learning and development and the comprehensive use of student achievement

information are ongoing priorities. The implementation of school-wide expectations for teaching and learning and school self review should assist teachers to add greater depth and complexity to students' ownership and understanding of their learning.

### 3 Provision for International Students

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

Taupo-nui-a-Tia 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.

The school has attested that it complies with all sections of the Code. ERO's investigations confirmed that the school's self review process for international students is thorough.



## 4 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Taupo-nui-a-Tia 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 legal obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that 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.

## 5 Future Action

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

Richard Thornton  
National Manager Review Services  
Northern Region

27 October 2010

## About The School

Location	Taupo
Ministry of Education profile number	167
School type	Secondary (Years 9 – 13)
Decile <u>[1]</u>	6
School roll	879
Number of international students	2
Gender composition	Boys 50% Girls 50%
Ethnic composition	New Zealand European / Pākehā 59% New Zealand Māori 31% Pacific 4% Asian 3% Other 3%
Review team on site	August 2010
Date of this report	27 October 2010
Previous three ERO reports	Education Review January 2008 Education Review November 2003 Accountability Review June 1998

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic 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.

## Community Page

27 October 2010

### To the Parents and Community of Taupo-nui-a-Tia College

These are the findings of the Education Review Office's latest report on Taupo-nui-a-Tia College.

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## Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

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).

Richard Thornton  
National Manager Review Services  
Northern Region

## 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 integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

### Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.