

EDUCATION REVIEW REPORT:  
TAUPO-NUI-A-TIA COLLEGE

JANUARY 2008

1. [About the School](#)
  2. [The Education Review Office \(ERO\) Evaluation](#)
  3. [The Focus of the Review](#)
  4. [Areas of National Interest](#)
  5. [Board Assurance on Compliance Areas](#)
  6. [Recommendations](#)
  7. [Future Action](#)
- [Community Page](#)

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

**1. 1. About the School**

Location	Taupo
Ministry of Education profile number	167
School type	Co-educational secondary (Year 9-13)
Decile rating <sup>1[1]</sup>	7
Teaching staff:	
Roll generated	61.59
entitlement	1.12

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<sup>1[1]</sup> Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

Other Number of teachers	63
School roll	888
Number of international students	4
Gender composition	Boys 51% Girls 49%
Ethnic composition	NZ European/Pākehā 63% NZ Māori 29% Pacific 3% Other ethnic groups 5%
Special features	3 Resource Teachers: Learning and Behaviour Adult Community Education funding
Review team on site	October/November 2007
Date of this report	23 January 2008
Previous ERO reports	Education Review, November 2003 Accountability Review, June 1998 Assurance Audit, September 1994 Review, March 1991

## **2. 2. The Education Review Office (ERO) Evaluation**

Taupo-nui-a-Tia College is a coeducational secondary school, providing education for students from Year 9 to 13. In recent years the school has experienced considerable roll growth, and in response to a directive from the Ministry of Education, an enrolment scheme has been in place since 2006. There has been significant property development at the school since the previous Education Review in 2003. A remodelled administration area and student support centre, drama room, student common room and the refurbished science laboratories with attached computer pod are some of the upgraded facilities available for students and staff.

Board and management have taken a considered approach to addressing the areas identified for improvement by ERO in the 2003 Education Review. Achievement information is now available to evaluate the effectiveness of learning support programmes, and these programmes have been extended to include Year 11 students through the Gateway and Award Scheme Development Accreditation Network (ASDAN) programmes. Some informal evaluation of the school's Enhanced Learning Programme for more able students has occurred. School self-review processes indicate a growing awareness and promotion of Cornerstone Values in all aspects of school life and ERO observed the implementation of these values by both staff and students during the review.

Ongoing professional development in literacy teaching and learning, initially as part of the Tūwharetoa Trust cluster initiative, is now independently funded by the school. Over the last four years the school has been involved in a literacy development programme designed to strengthen teacher capability in the teaching of literacy in all subject areas and at all levels. Achievement information gathered by the school, using standardised tools of assessment, has been a significant catalyst in focusing teachers and senior management on raising student achievement in literacy, and in particular reading and writing at Years 9 and 10.

Achievement information for reading shows that most students in the 2006 Year 9 cohort were reading at and above the expected level for their age by the end of that year. In writing the 2005/6 achievement information indicates that overall most students, including Māori, made some progress by the end of Year 10, but that a significant number are still working below the expected curriculum level.

In NCEA, the proportion of students completing the qualification in Years 11, 12 and 13 has exceeded national percentages in 2004, 2005 and 2006. The number of students achieving the required literacy credits at Level 1 in 2006 significantly exceeded the national percentage. Māori students in Years 11, 12 and 13 are achieving above the national percentage for Māori, but below that of their non Māori peers within the school. Māori students in Y13 are achieving at the same level or above as their non Māori peers.

The school's literacy leaders are providing effective leadership for teachers, with ongoing support and guidance from an external facilitator. Under this leadership, an understanding of assessment and associated practice has developed and the school now has useful achievement information about students' levels of attainment in reading at Year 9 and writing at Years 9 and 10. More in-depth interpretation and consistent use of achievement data is now necessary to assist teachers to identify specific literacy learning needs of students, plan appropriate programmes and lead to higher levels of student achievement at all levels.

Across all faculties, teachers are building their knowledge and expertise about strategies for literacy teaching and learning, and in particular those that assist students to become more capable readers and writers. They are reflective practitioners who readily share ideas, knowledge and expertise, and are committed to making a positive difference to student achievement. This collegial approach to teaching and learning is central to the development of a community of professional learners that is occurring in the school.

Strong and effective professional leadership is evident at all levels of the school. The newly appointed principal, previously the deputy principal, and the long-standing deputy principal have been instrumental in developing a culture of trust and collegiality in the school. Parents and members of both the school and wider community are appreciative of the inclusive leadership style they provide. Their effective communication is pivotal in the fostering of relationships. Cornerstone values continue to be promoted throughout the school and are contributing to settled classroom environments, and a school culture where success, mutual respect and personal responsibility are acknowledged and valued.

Students, parents and whānau are benefiting from the high priority the school places on the holistic wellbeing of its students. The school's responsive pastoral care personnel are accessible to all students who need assistance and advice about personal

and/or academic matters. Students receive valuable careers advice and guidance about subject choice and future tertiary education and employment pathways. The Gateway Programme is continuing to identify and improve employment options and opportunities for students.

The school provides a range of educational opportunities for its students. The Enhanced Learning Programme provides enrichment learning opportunities for more able students using a 'future problem solving' approach. Many sporting codes are represented and students have opportunities to engage in art and cultural activities, including kapa haka, the school orchestra and drama productions. Education Outside the Classroom (EOTC) opportunities are also available for students as part of the curriculum and include some extensive overseas excursions as part of the senior art history programme.

The board continues to provide sound governance and demonstrates a commitment to raising student achievement through the school-wide literacy focus. Trustees are knowledgeable and work closely with the principal and other senior staff members to ensure ongoing improvement of all aspects of school operations. The strategic plan reflects this priority, with funding being made available to support the continuation of this literacy development. Literacy achievement targets for planning and reporting are informed by achievement information and there is a meaningful review process in place to determine progress. Further consultation with the Māori community about targets, plans and initiatives to raise the achievement of Māori students is an area for ongoing development.

This report evaluates the effectiveness of literacy teaching and learning across the school, gifted and talented education, achievement of Māori: progress, achievement of Pacific students, the school's thinking about the provision for education in the future, the provision for international students, Adult Community Education (ACE) and health and safety compliance, including the school's preparedness for a pandemic.

### ***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 will review the school again as part of the regular review cycle.

## **3. 3. 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.

The school analyses achievement information about reading at Year 9, using Supplementary Tests of Achievement in Reading (STAR). In March 2006 this information indicated that approximately 20% of students in this cohort were achieving within the stanine 1-3 band, these students identified as being 'at risk'. However, in November the proportion in this band had decreased to 7%. This same data showed that the number of students achieving in the stanine 7-9 band, had increased from 34% in March to 47% in November 2006. The school also analyses

this achievement information for gender and ethnic groups, this showing similar patterns of improved achievement for these groups.

The school analyses achievement information for writing, using Assessment Tools for Teaching and Learning (asTTle). Data gathered for the 2005 Year 9/2006 Year 10 cohort indicates an overall improvement in writing ability. In August 2005 71% of this cohort were operating below Level 4 of the national curriculum in writing. By November 2006, this percentage had reduced to 27%. Data for gender and ethnic groups also indicates significant shifts in writing ability. However, despite this movement, a significant proportion of students at Year 9 and 10 are still achieving below the expected curriculum level in writing.

Heads of faculties are yet to report on the overall achievement and progress of students within their faculties in annual reports, and the school is yet to assess reading at Year 10.

The school makes effective use of its National Certificate Education for Achievement (NCEA) data. This subject specific data is analysed in departments and school wide, and used to identify trends and patterns in achievement and inform curriculum course adaptation and design. Achievement information about NCEA is well communicated and informs decision making at board and management level about future learning and resource provision.

The proportion of students completing the NCEA qualification in Years 11, 12 and 13 has consistently exceeded national percentages in 2004, 2005 and 2006. In 2005 the number of students achieving the required literacy credits at Level 1 was below the national percentage. The school took steps to address this and the percentage of students achieving the required literacy credits in 2006 significantly exceeded the national percentage.

The number of students leaving the school without qualifications has followed the national trend downwards, and in 2006 at approximately 6% was better than the national expectation.

### ***School Specific Priorities***

Before the review, the board of Taupo-nui-a-Tia College 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 self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Taupo-nui-a-Tia College.

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

- • literacy teaching and learning across the school.

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

## **Literacy Teaching and Learning Across the School**

### **Background**

Over the last four years the school has been involved in a literacy development programme, originally as part of a Tūwharetoa Education Initiative. Achievement information gathered by the school, using standardised assessment tools has been a significant catalyst in focusing teachers and senior management on raising student achievement in literacy, and in particular reading and writing at Years 9 and 10. External facilitators and literacy leaders within the school have been involved in the development and implementation of a 'model for sustainable pedagogical change' that is designed to improve teacher capability in order to raise student achievement. Teachers across all faculties have been participating in professional development, designed to build their knowledge and expertise about strategies to teach *the literacies of their curriculum*, and in particular strategies to assist students to become more capable readers and writers. Following consultation and discussion with the board and senior members of staff, it was determined that ERO would evaluate the effectiveness of key school-wide operations and practices impacting on literacy teaching and learning.

### **Student progress and achievement**

Students in Year 9 are assessed in reading using the externally referenced assessment tool, STAR. While a significant proportion of students entering at the start of the 2006 year were reading below the expected level for their age, most made good progress and were reading at and above stanine 4 by the end of the year. Some of the most 'at risk' students are placed in the learning support class where their progress is more closely monitored using running records, this information indicating that most of these students are making some learning gains.

The school uses asTTle to determine progress in writing at Year 9 and 10. This externally referenced assessment tool is used in term four each year so the school is able to track progress over time, of individuals and cohorts. The data for the 2005 Year 9/ 2006 Year 10 cohort indicates some overall progress with writing ability.

In NCEA level 1, the percentage of students achieving the required literacy credits in 2006 increased significantly, largely due to more carefully monitored timelines for work completion and additional teacher assistance for students about assessment tasks.

### **Areas of good performance**

**Strategic planning:** The school's strategic plan reflects the agreed priorities for literacy development. A strategic plan for literacy, developed by the literacy committee, with support from an external facilitator, provides a specific focus for raising student achievement. Teachers articulate ownership and understanding of the school's literacy vision, and together with management and the board are committed to ongoing improvement in literacy teaching and learning across all curriculum areas.

**Professional leadership:** Strong and effective professional leadership is evident at all levels of the school. The newly appointed principal, previously the deputy principal, and the long-standing deputy principal have been instrumental in developing a culture of trust and collegiality. A useful and evolving model for

sustaining pedagogical change continues to provide a framework for ongoing management of the change process. Heads of Faculty (HOF) and Teachers in Charge (TIC) provide ongoing support and guidance for teachers within their faculties and teachers feel well supported by these knowledgeable leaders. Within this reflective collegial culture for learning, teachers are strengthening their capability to teach the literacies of their curriculum.

**Literacy leadership:** The school's literacy leaders, with ongoing support from an external facilitator, are providing effective leadership for the literacy initiative across the school. They provide well-informed and committed leadership for a team made up of faculty representatives, which is pivotal to the school's model for 'sustainable pedagogical change'. A peer observation process within faculties is providing teachers with useful feedback and feed forward about their literacy teaching and strategies to assist students to become more capable readers and writers are promoted through forums such as 'show and tell'. Data is collated and analysed to show levels of attainment across the Year 9 and 10 cohorts. Effective school-wide literacy leadership is contributing to growing teacher understanding and ownership of the importance of literacy learning within all curriculum areas.

**Professionalism:** Teachers are reflective practitioners committed to making a positive difference to student achievement. Many of them choose to have their teaching observed as part of the peer observation process. They readily share ideas, knowledge and expertise, and actively listen to one another's responses. This collegial approach to teaching and learning is central to the development of a community of professional learners in the school.

**Managing achievement in the junior school:** The school now has useful achievement information about students' levels of attainment in reading at Year 9 and writing at Years 9 and 10. The introduction of externally referenced assessment tools (STAR and asTTle) is providing management and teachers with reliable information that assists with class placements including learning support groupings, and enables them to show progress in reading and writing for the Year 9 and 10 cohorts. Management now has an overview of literacy achievement patterns in the junior school.

**Pedagogical practice:** Teachers are developing a growing understanding of how students learn and develop literacy skills. They are continually trialling and evaluating strategies such as the use of learning intentions, unpacking achievement criteria and higher order questioning to enhance comprehension. In some faculties models that assist students to write in a particular genre are developed. These ongoing modifications to teaching practice in literacy are enabling a higher proportion of students to actively engage in learning and experience educational success.

**Communication:** The school's model for organisation enables clear lines for communication. A feature of this model is the reciprocal and ongoing liaison between the various groups and levels within the school. All teachers are involved in a management council, providing individuals and representatives from each faculty with the opportunity to contribute to decision-making about key aspects of school-wide operations and practice. Effective communication within this organisational structure is instrumental in fostering relationships founded on high levels of professional trust and respect.

**Student support and guidance:** The school has responsive systems and personnel in place to provide extensive and empathetic support and guidance for students. Strong pastoral care networks that include senior management, deans, tutor teachers, the guidance counsellor and office administration staff are accessible to all students who need assistance and advice about personal and/or academic matters. Students receive valuable careers advice and guidance about subject choice and future tertiary education and employment pathways. The Gateway Programme is continuing to strengthen employment options and opportunities for students. Students, parents and whānau are benefiting from the high priority the school places on the holistic wellbeing of its students.

### **Areas for improvement**

**Sustaining literacy development:** Aspects of the change management process need to be strengthened. Greater coherence of the literacy development would be achieved by:

- including literacy development goals in faculty plans;
- there being an expectation that all teachers have a development objective that reflects the school's literacy priority; and
- including formal observation of literacy teaching practice as part of the appraisal process for teachers.

Strengthening these aspects is likely to enhance teacher capability, enable the momentum of the change process to be sustained, and assist management to evaluate the effectiveness of the literacy development priorities.

**Assessment for learning:** The interpretation and use of literacy achievement information at all year levels is an area for further development. In particular, diagnostic interpretation is necessary to:

- determine literacy learning strengths and weaknesses;
- identify appropriate teaching strategies;
- inform programme planning and design; and
- strengthen the quality of achievement information shared with students and parents.

Strengthening assessment for learning in these ways should assist teachers across all faculties and at all year levels to raise student achievement, and facilitate informed decision making by school leaders, contributing to ongoing school improvement.

## **4. 4. 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 Taupo-nui-a-Tia College 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.

#### **Areas of progress**

**Student achievement:** The school has extensive, collated data showing the achievement patterns and trends for Māori students as a group and at all year levels.

This data is used to identify and track attainment levels in reading at Year 9, writing at Year 9 and 10, and in NCEA at senior levels. In 2006, on entry at Year 9 Māori students and boys in particular, were over represented in the stanine 1-3 band for reading (50%). However, by the end of the year this group had made significant progress, with 20% of boys remaining in the lower achievement band. In writing, at Years 9 and 10, while data shows that Māori students are progressing, most are still working below the expected curriculum level for writing.

In NCEA levels 1,2,and 3 Māori students as a group are achieving above the national percentage for Māori students. At levels 1 and 2, Māori students are achieving below non-Māori in the school, but at level 3 NCEA their achievement is comparable.

**Indicators of success:** The number of Māori students represented in the stand-down and suspension statistics is now in proportion to the school roll. The proportion of Māori students being retained to continue their studies in the senior school and those leaving with some formal qualification continues to increase in accordance with national trends.

In addition, Māori students and their whānau continue to be fully involved in a wide range of sporting and cultural events, including kapa haka, mana korero and waka ama.

#### **Areas for further improvement**

**Partnership with Māori:** The board needs to give further consideration to strategies to engage with the school's Māori community. In particular, there is a need to consult with these parents about initiatives, plans and targets to raise the achievement of Māori students. Strengthening this partnership is likely to ensure that the aspirations and needs of the Māori community are reflected in day-to-day operations and the school's strategic direction.

### ***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.

Currently there 28 students at the school who identify as Pacific and these students are predominantly Tokelean.

### **Areas of good performance**

**Student achievement:** Pacific students retained to senior levels achieve at levels comparable to that of other ethnic groups.

**Contribution and achievement:** Pacific students are fully involved in the life of the school through a newly established Pacific Island cultural group and with strong family support. Students are encouraged to assume leadership roles and the current deputy head boy is Pacific.

### ***Providing for Gifted and Talented Students***

National Administration Guideline 1 (iii c) requires schools to identify students with gifted and talented needs and to develop and implement teaching and learning strategies to meet their needs. ERO is currently evaluating how schools nationally are providing for gifted and talented students.

### **Areas of good performance**

**Enrichment opportunities:** There are opportunities for students to be involved in activities and events that extend and enrich their all-round education. They are encouraged to participate in local, national and international competitions, including academic, cultural and sporting events. An enhanced learning programme for Year 9 and 10 students has a future problem solving focus and is intended to develop thinking strategies and build resilience. In addition, many students have access to extension learning opportunities within subject areas. Students' gifts and talents are acknowledged and valued, and they are able to pursue and develop their individual strengths and talents.

### **Areas for improvement**

**Management:** Management needs to take a more cohesive approach to the leadership and coordination of gifted and talented education across the school. School-wide resourcing, including professional development for all staff is necessary to strengthen current practice and in particular, to broaden the identification process. A more cohesive approach, supported by the school's register for gifted and talented students is likely to lead to enhanced educational opportunities for these students.

**Monitoring and evaluation:** Formal monitoring of the school's enhanced learning programme is an area for ongoing improvement. Currently, monitoring is predominantly anecdotal and retrospective. A more formalised approach to monitoring the intended outcomes of gifted and talented education initiatives should strengthen the evaluation process and facilitate reporting to the board.

### ***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 ways:

- • Consideration has been given to local and regional demographic factors and the probable implication of these on future employment opportunities.
- • The knowledge, skills, attitudes and values important for the 21<sup>st</sup> century have been given some initial consideration as factors influencing future programme provision and learning options.

### ***Pandemic Planning***

In all school reviews ERO is currently evaluating the extent to which schools have planned for a potential influenza pandemic in terms of the guidelines provided by the Ministry of Education.

In ERO's view Taupo-nui-a-Tia College has taken steps to prepare for such a pandemic.

### ***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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school fully complies with all aspects of the code.

Currently there are four foreign fee-paying international students and seven exchange students enrolled at the school. The school has close contact with the organisations that represent the exchange students to ensure that they understand that the school, as signatory to the Code, has ultimate responsibility for them during their stay.

### ***Code Compliance***

#### ***Areas of good performance***

**Relationships:** The dean of international students is also responsible for the English support programme and has built up excellent relationships with all students. He is able to monitor the welfare of these students and ensures that they are able to present with, and have their concerns addressed, through appropriate channels.

**Documentation:** The dean has developed high quality procedures to ensure that all aspects of the Code are fully covered. These procedures, together with all the necessary forms for enrolment, and a range of information for host parents and students are available in the International Student booklet. The dean keeps comprehensive information on all international students including visas, passports and insurance details. Emergency contact details have been established with all parents. The documented processes are fully implemented.

**Accommodation arrangements:** Home stay parents are carefully chosen and well supported by the school. The dean has built up excellent working relationships with home stay parents and the host families of exchange students. He is supported in his role by the teacher-in-charge of exchange students. The home stay and host families are providing good accommodation and show real concern for the welfare of students in their care. Both the dean and the coordinator of exchange students carry out the required visits to homes and parents welcome the support offered by the school.

### ***Provision of English Language Support***

#### **Areas of good performance**

**Needs identification:** The dean of international students provides a comprehensive English support programme. He uses a range of assessment tools and approaches to identify the English competence of students, including Ministry of Education resources, an initial placement test and then a number of oral and written assessments. Careful identification of the needs of these students ensures that programmes meet their specific learning needs.

**Programme quality:** The English support programme provides a wide range of language-rich experiences outside the classroom for international students including visits, tramps and overnight stays in places of interest. These experiences are valued by students and provide opportunities to learn and use the English language in everyday situations.

#### **Area for improvement**

**Reporting to the board:** At present there is no evidence of formal reporting to the board on international students. While the school does comply with the Code, it is important that trustees are regularly provided with information that assures them of this.

### ***Provision of Adult and Community Education (ACE)***

#### ***Progress with the Implementation of Quality Assurance Arrangements for Providers of Adult and Community Education (ACE)***

New funding and quality assurance arrangements for ACE providers are being progressively implemented over a three-year period 2005 to 2007. The quality assurance arrangements are set out in the NZQA publication *Quality Assurance Arrangements for Providers of Adult and Community Education* (March 2005). From 2008 these requirements will become a requirement of continued funding.

In this review ERO evaluated the progress of Taupo-nui-a-Tia College towards meeting these arrangements.

#### ***Extent of Progress in Meeting Quality Assurance Arrangements***

The school has made sound progress towards meeting the provisions of the Quality Assurance Arrangements for Providers of Adult and Community Education. The initial review of their programme has been updated in 2007, taking account of the progress made in the last year. Exemption for the provision of a profile for the current year has been granted because the Tertiary Education Commission (TEC)

recognises that the existing profile is of high quality and is being regularly reviewed and updated. The school is in a sound position to meet all the quality assurance requirements in its planning for the 2008 programme.

The school's ACE programme is relatively small and courses offered target community strengthening as a priority. In 2007 the proportion of funding provided for community groups exceeded the requirement, with nearly 50% given to these groups. The focus of these groups is to provide literacy tuition in the Taupo community.

### **Areas of good performance**

**Documentation:** The tasks documented in the ACE action plan have been systematically addressed. All documentation is filed and dated and the coordinator has developed a comprehensive booklet with all policies and procedures for implementing the programme.

**Professional development:** The coordinator has taken an active role in the local network and has worked closely with TEC personnel. She also keeps close contact with local providers of community education. The coordinator has kept up-to-date with TEC requirements.

**Financial management:** There are sound systems in place that document financial transactions for the programme. The monthly financial reports to the board include a summary of ACE finances.

### **Area for improvement**

**Reporting to the board:** At present the board does not receive regular formal reports on this area of the school's operation. ERO acknowledges that the coordinator is briefing the newly appointed principal about the possible direction of ACE in the future. The board needs to be included in these discussions.

## **5. 5. Board Assurance on Compliance Areas**

### **Overview**

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 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.

### **Compliance**

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

- ensure that the principal fully and consistently implements the performance management system annually for all teaching staff, including senior management.

## **6. 6. Recommendations**

- 6.1 ERO and the board of trustees have developed the following recommendations:  
that management in consultation with teachers, reviews appraisal systems and practices with a view to clarifying the expectations for staff about performance management, and strengthening key aspects of the process; and
- 6.2 that school-wide teacher professional development in 'best literacy' teaching practice (including the involvement of an external facilitator as well as expertise from within the school) is ongoing and includes a focus on the interpretation and use of achievement information for learning.

## **7. 7. 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 will review the school again as part of the regular review cycle.

Ian Hill  
Area Manager  
**for Chief Review Officer**

23 January 2008

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23 January 2008

## **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**.

Taupo-nui-a-Tia College is a coeducational secondary school, providing education for students from Year 9 to 13. In recent years the school has experienced considerable roll growth, and in response to a directive from the Ministry of Education, an enrolment scheme has been in place since 2006. There has been significant property development at the school since the previous Education Review in 2003. A remodelled administration area and student support centre, drama room, student common room and the refurbished science laboratories with attached computer pod are some of the upgraded facilities available for students and staff.

Board and management have taken a considered approach to addressing the areas identified for improvement by ERO in the 2003 Education Review. Achievement information is now available to evaluate the effectiveness of learning support programmes, and these programmes have been extended to include Year 11 students through the Gateway and Award Scheme Development Accreditation Network (ASDAN) programmes. Some informal evaluation of the school's Enhanced Learning Programme for more able students has occurred. School self-review processes indicate a growing awareness and promotion of Cornerstone Values in all aspects of school life and ERO observed the implementation of these values by both staff and students during the review.

Ongoing professional development in literacy teaching and learning, initially as part of the Tūwharetoa Trust cluster initiative, is now independently funded by the school. Over the last four years the school has been involved in a literacy development programme designed to strengthen teacher capability in the teaching of literacy in all subject areas and at all levels. Achievement information gathered by the school, using standardised tools of assessment, has been a significant catalyst in focusing teachers and senior management on raising student achievement in literacy, and in particular reading and writing at Years 9 and 10.

Achievement information for reading shows that most students in the 2006 Year 9 cohort were reading at and above the expected level for their age by the end of that year. In writing the 2005/6 achievement information indicates that overall most students, including Māori, made some progress by the end of Year 10, but that a significant number are still working below the expected curriculum level.

In NCEA, the proportion of students completing the qualification in Years 11, 12 and 13 has exceeded national percentages in 2004, 2005 and 2006. The number of students achieving the required literacy credits at Level 1 in 2006 significantly exceeded the national percentage. Māori students in Years 11, 12 and 13 are achieving above the national percentage for Māori, but below that of their non Māori peers within the school. Māori students in Y13 are achieving at the same level or above as their non Māori peers.

The school's literacy leaders are providing effective leadership for teachers, with ongoing support and guidance from an external facilitator. Under this leadership, an understanding of assessment and associated practice has developed and the school now has useful achievement information about students' levels of attainment in reading at Year 9 and writing at Years 9 and 10. More in-depth interpretation and consistent use of achievement data is now necessary to assist teachers to identify specific literacy learning needs of students, plan appropriate programmes and lead to higher levels of student achievement at all levels.

Across all faculties, teachers are building their knowledge and expertise about strategies for literacy teaching and learning, and in particular those that assist students to become more capable readers and writers. They are reflective practitioners who readily share ideas, knowledge and expertise, and are committed to making a positive difference to student achievement. This collegial approach to teaching and learning is central to the development of a community of professional learners that is occurring in the school.

Strong and effective professional leadership is evident at all levels of the school. The newly appointed principal, previously the deputy principal, and the long-standing deputy principal have been instrumental in developing a culture of trust and collegiality in the school. Parents and members of both the school and wider community are appreciative of the inclusive leadership style they provide. Their effective communication is pivotal in the fostering of relationships. Cornerstone values continue to be promoted throughout the school and are contributing to settled classroom environments, and a school culture where success, mutual respect and personal responsibility are acknowledged and valued.

Students, parents and whānau are benefiting from the high priority the school places on the holistic wellbeing of its students. The school's responsive pastoral care personnel are accessible to all students who need assistance and advice about personal and/or academic matters. Students receive valuable careers advice and guidance about subject choice and future tertiary education and employment pathways. The Gateway Programme is continuing to identify and improve employment options and opportunities for students.

The school provides a range of educational opportunities for its students. The Enhanced Learning Programme provides enrichment learning opportunities for more able students using a 'future problem solving' approach. Many sporting codes are represented and students have opportunities to engage in art and cultural activities, including kapa haka, the school orchestra and drama productions. Education Outside the Classroom (EOTC) opportunities are also available for students as part of the curriculum and include some extensive overseas excursions as part of the senior art history programme.

The board continues to provide sound governance and demonstrates a commitment to raising student achievement through the school-wide literacy focus. Trustees are knowledgeable and work closely with the principal and other senior staff members to ensure ongoing improvement of all aspects of school operations. The strategic plan reflects this priority, with funding being made available to support the continuation of this literacy development. Literacy achievement targets for planning and reporting are informed by achievement information and there is a meaningful review process in place to determine progress. Further consultation with the Māori community about

targets, plans and initiatives to raise the achievement of Māori students is an area for ongoing development.

This report evaluates the effectiveness of literacy teaching and learning across the school, gifted and talented education, achievement of Māori: progress, achievement of Pacific students, the school's thinking about the provision for education in the future, the provision for international students, Adult Community Education (ACE) and health and safety compliance, including the school's preparedness for a pandemic.

### ***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 will review the school again as part of the regular review cycle.

### ***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>.

Ian Hill  
Area Manager  
**for Chief Review Officer**

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## ***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***

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.

### ***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.

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