

**EDUCATION REVIEW REPORT:
HAVELOCK NORTH HIGH SCHOOL**

NOVEMBER 2007

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

1. About the School

Location	Havelock North
Ministry of Education profile number	223
School type	Secondary (Year 9 – 15)
Decile rating ¹ [1]	9
Teaching staff:	
Roll generated	64.80
entitlement	3.75
Other	71

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

Number of teachers	
School roll	1008
Number of international students	26
Gender composition	Male 50%, Female 50%
Ethnic composition	New Zealand European/Pākehā 79%, Māori 13%, Other ethnic groups 8%
Special features	Special Needs Unit
Review team on site	August 2007
Date of this report	9 November 2007
Previous ERO reports	Education Review October 2004 Accountability Review September 2001 Effectiveness Review September 1997 Assurance Audit November 1994 Review Report August 1992

2. The Education Review Office (ERO) Evaluation

Havelock North High School is a co-educational secondary school in the village of Havelock North. The culture of the school is characterised by the promotion of individual excellence, the provision of opportunity, choice and balance, a belief in inclusiveness and a long term view of student success, based on creating “good citizens”. Students enjoy a wide range of academic, cultural, sporting and leadership opportunities.

This report evaluates recent changes to school culture and the impact on student engagement in learning. Topics evaluated in all schools are progress in Māori student achievement, provision for international students and readiness for new quality assurance arrangement in the provision of Adult Community Education (ACE) courses in 2008. Programmes for gifted and talented students and aspects of meeting legislative requirements, such as student health and safety, including pandemic planning, are also included in this review.

Since the October 2004 ERO review, the school has focused on improving its systems for collecting and analysing achievement information. A consistent and successful schoolwide approach is developing. Teachers give much extra support for NCEA and scholarship students, with pleasing outcomes as evidenced in the increased numbers of students successfully gaining National Certificates of Educational Achievement (NCEA) at levels 1, 2 and 3, and the 23 scholarships achieved at level 3 in 2006 examinations.

Improved results in external examinations and increased numbers of students achieving at merit and excellence levels are evident. Results compare favourably with schools nationally and those of similar type.

The increased range of useful assessment information in Year 9 and 10 improves teachers' knowledge of students' abilities and now allows schoolwide tracking and monitoring of cohorts. Results in mathematics show that significant progress was demonstrable for the Year 9 cohort of students in 2006.

Māori student results compare favourably with Māori students nationally but still remain below those of their non-Māori peers within the school at all levels. Improved outcomes are most evident at NCEA level 1. The school should continue to focus efforts and resources towards raising the achievements of Māori students.

Students with particular needs successfully integrate into the inclusive school environment. Students most at risk of underachievement are appropriately identified and catered for in learning support classes. International students receive effective support within homestay environments, the school and in language learning. Many talented students have a wide range of opportunities to participate in accelerate classes, mentoring and coaching programmes to extend their skills and talents.

An increased range of opportunities allows more students to participate, succeed and to have their efforts recognised. Since the last review, more senior students are well supported by an extended range of unit standard assessment, and targeted employment and transition programmes. Students' efforts and positive attitudes are celebrated in special assemblies. A new, student-led, academic committee provides ideas to promote engagement in learning.

Teachers use a wide range of effective teaching practices to engage students in learning. Models of good practice exist in the use of assessment data to plan programmes well targeted to students' needs. This is identified by the school as an area for further development. Junior students should also benefit from extending practices where they receive consistent shared criteria for success and specific feedback on their achievement and progress. Teacher professional development is a well-planned and coordinated process, with targeted support aligned closely to schoolwide goals.

Strong management support and administrative systems sustain student learning. Delegation and collaborative leadership opportunities encourage senior managers to share their strengths and develop expertise and oversight of key areas in the school.

The board comprises new trustees who bring diverse skills and experience to their roles. They are enthusiastic about the future of the school and are committed to further school improvement. The board sets appropriate schoolwide goals to raise achievement levels. Students benefit from effective governance.

The recent changes to learning culture are strongly supported by teachers but are yet to be fully understood and embraced by all students and members of the school community. The board agrees that the next steps include providing further opportunities for students and parents to share their understandings about what they see as important in creating a school learning culture that values achievement and success.

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. 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.

Staff successfully use the computerised student management system to record student information. This helps senior managers develop a clear picture of schoolwide student achievement and progress.

At Years 9 and 10, assessment tools used, such as Assessment for Teaching and Learning (AsTTle) in writing, reading and mathematics, and Progressive Achievement Testing (PAT) in mathematics reflect current, good practice for assessment at this level. The information gathered is well analysed, and used to set targets and direct further professional development. Teaching is also targeted in identified areas of writing and mathematics in response to analysis of results.

PAT results in mathematics at Years 9 and 10 show that significant progress was demonstrable for the Year 9 cohort of students in 2006 with 56% achieving at or above stanine 5 from a baseline of 18%.

More students now achieve external NCEA standards with improvements in numbers achieving at merit and excellence levels. Increased percentages of students achieved NCEA at levels 1, 2 and 3 from 2004 to 2006. During 2006 74% of students achieved at level 1, 70.4% achieved at level 2 and 53.6% achieved at level 3. The percentage of students achieving university entrance increased between 2004 and 2006.

Percentages meeting literacy and numeracy requirements at level 1 were above national achievement at all levels at 81.4 % and 91.3% respectively.

Students at level 3 achieved 23 scholarships in 2006 examinations.

More senior students are well-supported by appropriate, Gateway, workplace, learning opportunities. An extended range of unit standard assessment, targets students' career interests.

A wide range of student achievement in cultural and sporting areas are well documented, regularly celebrated, and reported to the board and community.

School Specific Priorities

Before the review, the board of Havelock North High 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 self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Havelock North High School.

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

- the impact of changes to learning culture on student engagement in learning.

ERO's findings in these areas are set out below.

The Impact of Changes to Learning Culture on Student Engagement in Learning

Background

Staff concerns during 2006 about the attitudes of students, towards learning and academic achievement, led to decisions to launch a programme to improve the learning culture, especially in the junior school. A schoolwide goal within the 2007 charter was set to improve school culture. A staff committee developed a programme that set out expectations and outcomes considered desirable to promote learning. It specified organisational requirements of staff and students, and is reinforced by improved communication with parents. A number of other initiatives were introduced to ensure improved consistency, understanding and support for a schoolwide approach. The board requested ERO evaluate the outcomes of this approach in terms of increased student engagement in learning and ERO agreed to this focus area.

Areas of good performance

- **Widening opportunities**
An increased range of opportunities allows more students to participate, succeed and to have their efforts recognised. At senior school level a broadened range of courses, comprising unit standards, achievement standards or an appropriate balance of both, offers each student the chance to achieve success. Since the last review more students now participate in employment and transition programmes. Reviewed school policy supports further assessment opportunities. Students' efforts and positive attitudes are celebrated in special assemblies. A new, student-led, academic, learning committee provides ideas to promote engagement. A forum seeks input on school issues through a survey. New initiatives help all learners to feel a sense of belonging and success at school.
- **Student achievement information**
A consistent and successful schoolwide approach to the collation and analysis of student achievement information is developed. A manager is responsible for schoolwide data collection and dissemination, and for training staff in its use. Heads of departments receive consistently, well- summarised information to support their analysis and interpretation of results. Growing numbers of staff use the new student management system very effectively to record and analyse student progress and achievement.

Schoolwide tracking and monitoring of cohorts is emerging in attendance data, behaviour monitoring and student achievement. A schoolwide assessment schedule and action plan is in place. Standardised information is gathered, shared and moderated with contributing schools to provide useful and valid information about new students. Teachers are provided with every opportunity to know about students' needs and strengths in order to meet them.

- **Using assessment data**
Models of good practice exist in the use of assessment data to plan programmes well targeted to students' needs. Staff are developing the use of asTTle data to identify necessary teaching focuses. Data is also used to group students in classes according to their abilities. Senior staff use the student management system to identify, track and

monitor students of concern in order to intervene early with guidance and learning support.

- **Teaching practices**
Teachers use a wide range of effective teaching practices to engage students in learning. Examples seen in many classrooms include the use of teacher modelling, and open-ended and challenging questioning. Teachers provide oral feedback and use students' prior knowledge to extend learning. In senior classrooms, and in some junior classrooms, teachers share criteria for success and give specific feedback against these. Well-paced lessons and opportunities for cooperative and individual work are evident across the school. Successful teaching practices contribute to more effective learning.
- **Learning support classes**
Students most at risk of underachievement are appropriately identified at enrolment and placed in a learning environment conducive to their success. A special needs coordinator (SENCO) oversees their transition to high school, and their care and programmes of learning. A range of useful entry information is collected and used to inform teachers' planning of programmes to meet needs. Teachers and teacher aides, working with students requiring learning support, participate in professional development to provide them with appropriate teaching strategies. Students in these classes are well supported in their learning.
- **Special needs**
A wide range of initiatives successfully integrates and supports students from the special needs unit. Opportunities include students being part of tutor groups, taking part in house and school events and planned programmes with senior classes, and inclusion in suitable mainstream courses. Students learn in an inclusive school environment.
- **Professional development**
Well-coordinated and targeted courses aim to improve teachers' knowledge and skills. These align closely to schoolwide goals and developments. Some programmes arise from students' needs, identified through assessment data, and link to helping teachers improve their practices in this area. The system includes opportunities for teachers to trial, and then reflect on, new learning with others. Teachers have opportunities to share best practices and lead others in changes that benefit students.
- **Raising achievement expectations.**
The board sets appropriate schoolwide goals to raise expected achievement levels and improve the performance of students in NCEA. Teachers give extra support to those entering NCEA and scholarship examinations. Learners have clear understandings of course and assessment requirements. A focus on students achieving at the highest possible level supports their success.

Areas for improvement

- **Use of achievement information**
Student achievement information is well collated and available to teachers and heads of departments to use in planning and review of teaching programmes. Staff professional development leaders provide training on effective uses of this information. However, these developments are yet to result in consistent schoolwide practices that increase learning opportunities for students.
- **Schoolwide understanding of learning culture initiatives**
Changes to the school's learning culture are yet to be fully understood and embraced by

all members of the school community. The learning culture committee focused effort on surveying and raising teacher awareness of the impact of a number of systems and processes within the school. These focus largely on raising expectations around behaviour, uniform, work habits, attitudes and homework. The board and managers should provide further opportunities for students and parents to share their understandings about what they see as important in creating a school learning culture that values achievement and success.

- Junior students involvement in learning
Students full involvement in learning is restricted by a lack of consistent, shared criteria for success and specific feedback. Some models of good practice exist within the school. Where teachers provide clear guidelines, involve students in goal-setting, allow them to self assess and to evaluate programmes of learning, students are aware of their progress and next steps for learning. Sharing and extending these practices across the school is recognised by managers as a next step.

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 Havelock North High 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.

Areas of progress

- Raising achievement
School managers monitoring of Māori student achievement and engagement identifies improved outcomes. Māori students achieve higher levels of success in NCEA programmes. Year 9 and 10 Māori students' numeracy levels improved significantly during a schoolwide numeracy focus in 2005. Managers' analysis of suspension and stand downs indicates a lowered percentage of Māori involved.
- Recognition
The staff group, Te Waka Awhina, leads developments that recognise the needs of Māori. They use student data and consult with whānau and students to identify areas for improving school programmes and practices. They also promote the incorporation of te reo and tikānga in whole-school activities and organise events focused on Māori students to improve the inclusion and success of these learners.

Areas for further improvement

- Use of data
Māori students achieve at lower levels than non-Māori in most aspects. However, schoolwide reporting, and staff analysis, of data, does not always reliably identify these concerns relating to Māori achievement. Some departmental managers do not follow senior management expectations of analysing results and reporting on strategies to improve Māori achievement. Staff, the board and parents do not always have an accurate picture of how well Māori students achieve and progress.
- Strategic planning
Board and management plans have limited strategies targeting improvement in achievement for Māori. Trustee and managers should consider areas of concern evident from data, and the information from recent whānau and student consultation, when preparing specific plans to improve outcomes for Māori students.

Providing for Gifted and Talented Students

National Education 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

- Opportunities
Many talented students have a wide range of opportunities to participate in accelerate classes, mentoring and coaching programmes to extend their skills and talents. Extension classes, cultural groups and sporting programmes provide support and resources for talented students to achieve successfully at national and international events, competitions and examinations. Focused tuition from staff, outside regular class time, extends and prepares students to enter competitions and higher-level examinations. Achievement is above national averages in University Scholarship examinations. Students at all levels appreciate and value the variety of opportunities to excel.
- Recognition
Students gain ongoing recognition and affirmation for their achievements. School newsletters, assemblies, meetings and presentations enable high achievers to be recognised. A school focus on identifying and extending all students is given a high profile in the school. Students appreciate the rewards and celebration of their achievements.

Areas for improvement

- Identification
Student identification is largely through contributing school data, entrance testing and subject assessments, which restricts the opportunities for identifying all students' talents. Opportunities for formal parent, peer and self-identification are limited. Identification should include a broad range of quantitative and qualitative methods to ensure a wider range of talents and characteristics are recognised. An increased knowledge of students' needs and talents should better inform planning and provision across the school.
- Staff development
Beyond accelerate programmes, gifted and talented students are not consistently

challenged or engaged in regular class programmes. Learning experiences are often not sufficiently differentiated in content, activities and outcomes for these students. Participation in a local, Ministry funded, school development project is planned to provide opportunities to extend and develop the scope of provision at all levels. Increased understanding and confidence should enable teachers in all subjects to better identify and support gifted and talented students across the school.

- **Evaluation**
Schoolwide evaluation is limited in its scope and effectiveness. Provision is largely measured by success in national events, competitions and examinations. Assessment of targeted teaching and classroom programmes for these students is not consistent. Formalised feedback from identified students, their parents and whānau should strengthen the review process. Planned evaluation should assist trustees and school managers use targeted resourcing and provision to meet all students' needs.

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 Havelock North High School is well prepared 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

Havelock North High 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. 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 international student population has grown steadily to over 30 and is made up of students between Year 9 and 13 from Asian, European and South American countries. A newly appointed director commenced duties at the beginning of 2007. English language support is provided through an established English for Speakers of Other Languages (ESOL) programme.

The school complies with all aspects of the Code.

Areas of good performance

- **Accommodation**
Students are well provided for in their homestay accommodation. Careful student placement followed by regular student surveys and communications from the director ensure changing student needs, or emerging issues, are handled according to school guidelines and in a timely manner. The director provides host parents and students with useful booklets and documents outlining the school's expectations concerning student behaviour, safety and welfare. Students spoken to by ERO appreciate the friendly care and support they receive from homestay caregivers and their families.
- **Student support**
Students confidently access helpful support services and committed personnel within the school as required. An international students' office and nearby classroom provide a

place where they can meet with the director on a daily basis. A range of print resources, local information and personal support are available for orientation and to meet ongoing students' needs within and beyond the school. Students participate in sporting and cultural activities and develop local friendships. They acknowledge the positive attitudes of teachers and other students toward them. These positive interactions support and enrich the learning and integration of international students.

- **ESOL provision**
International students receive effective support for language learning in timetabled periods with appropriately qualified personnel. All students are comprehensively assessed on entry, and during their learning, with suitable tools. Programmes cater well for the reading, writing, listening and speaking components of the language. Students are grouped into specialist classes according to their needs and skills. Through these programmes, and mainstream classes, students have opportunities to gain credit in English literacy in NCEA and internationally recognised qualifications. Flexible timetabling allows students at all levels of proficiency to succeed.

Areas for improvement

- **Self review**
Although the international students' department has useful, up-to-date information on students' progress and activities, this is not used formally as a basis for annual self review against the Code or the board's goals and expectations. Using analysis of student feedback, academic progress, pastoral care and welfare provision information in review of school provision is a next step. Reporting this information to the board should help trustees' gain a greater knowledge of Code compliance, international student progress and achievement, and inform planning for improving student outcomes.
- **Resourcing**
The growing number of students from increasingly diverse backgrounds places pressure on the personnel associated with this department. Meeting current code requirements requires the goodwill of hard-working personnel. The board and school managers should ensure that staffing is appropriate to cater for roll growth and maintenance of quality provision for students.

Provision of Adult and Community Education (ACE)

Progress with the Implementation of Provision of Quality Assurance Arrangements

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 Havelock North High School towards meeting these arrangements.

Areas of good performance

- **Progress**
The ACE coordinator has a well-planned approach to meeting the quality assurance

requirements. His involvement in the regional ACE network assists with documentation and liaison with organisations involved in community education. Many of the requirements have been met and current plans identify appropriate areas for development to meet the quality assurance arrangements.

- Community involvement
Adults in the local and wider community are well informed about the ACE programmes. The coordinator uses an appropriate range of strategies to publicise these and invite input into the development of further courses to meet learner needs. Tutors inform students fully about class requirements and safety procedures. Adults from the community benefit from the learning opportunities provided through the ACE programmes.

Areas for improvement

- Strengthening quality management
Some aspects of the management of ACE programmes need development, or reinstating, to improve quality assurance. These include implementing procedures to appraise and provide development opportunities for tutors.
Re-establishing the ACE advisory committee should provide a forum for the coordinator to report against assurance requirements and to gain support with developing the programme to meet changing community needs.

5. Board Assurance on Compliance Areas

Overview

Before the review, the board of trustees and principal of Havelock North High 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.

Compliance

During the course of the review ERO identified areas of non-compliance. In order to address these the board of trustees must:

- 5.1 communicate clearly to parents that school donations are voluntary.
[Education Act 1989, Section 3 (Ministry Of Education Circular 1998/25)]

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

- 5.2 review current complaints policy and procedures to ensure that formal complaints are dealt with transparently at board level.

6. Recommendations

ERO and the board of trustees have developed the following recommendations:

- 6.1 managers and teachers extend good practices in the use of student achievement information to plan responsive and targeted programmes of learning;
- 6.2 teachers provide further opportunities for Year 9 and 10 students to be more fully involved in assessment strategies that promote learning;
- 6.3 the board and managers strengthen learning culture developments by including opportunities for further student and parent participation and input; and
- 6.4 the board strengthen the process of developing useful Maori student achievement targets from consultation.

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.

Graham Randell
Area Manager
for Chief Review Officer

9 November 2007

9 November 2007

To the Parents and Community of Havelock North High School

These are the findings of the Education Review Office's latest report on **Havelock North High School**.

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Since the 2004 review, the school has focused on improving its systems for collecting and analysing achievement information. A consistent and successful schoolwide approach is developing. Teachers give much extra support for NCEA and scholarship students, with pleasing outcomes as evidenced in the increased numbers of students successfully gaining National Certificates of Educational Achievement (NCEA) at levels 1, 2 and 3, and the 23 scholarships achieved at level 3 in 2006 examinations.

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Future Action

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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>.

Graham Randell
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.
