

Rosehill College Education Review

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About The School

Location	Papakura, South Auckland
Ministry of Education profile number	102
School type	Secondary (Years 9-15)
Decile rating[1]	6
Teaching staff:	102.2
Roll generated entitlement	4.089
Other	116
Number of teachers	
School roll	1763
Number of international students	42
Gender composition	Girls 53% Boys 47%
Ethnic composition	New Zealand European/Pākehā 55%; Māori 20%; Pacific 5%; Asian 12%; Other 8%
Special features	Itinerant Teachers of Music
Review team on site	September 2009
Date of this report	30 November 2009
Previous ERO reports	Education Reviews, September 2006 Education Review, August 2002 Accountability Review, August 1998 Effectiveness Review, June 1995 Assurance Audit, April 1993

[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.

The Education Review Office (ero) Evaluation

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

Rosehill College is an increasingly multi-cultural school in Papakura, South Auckland. It attracts students from a large urban and rural area and a wide range of socio-economic backgrounds.

ERO found that the expectations of the trustees and staff for a supportive and caring learning environment were largely evident. There is a strong focus on pastoral care, behaviour management and supporting individual students. There are innovative pastoral-care structures and programmes that support this goal of enhancing student wellbeing.

The school's philosophy of personal excellence is reinforced by the board and staff, and groups of students achieve well across the range of academic, sporting, cultural and leadership opportunities provided. However, there are also groups of students who would benefit from teaching that responded to their individual needs, interests and abilities.

The board strives to improve community involvement in the school and realises that there is still work to do to strengthen relationships with the Māori and Pacific communities and improve outcomes for Māori and Pacific students.

Since 2007, the school has tracked students' achievement in literacy and numeracy from Year 8 using nationally-standardised assessment tools. Heads of department collate information about students in Years 9 to 13 for reports to the board that show the breakdown for gender and ethnicities. This information is not analysed to provide an overall school-wide picture of trends and patterns over time.

The quality of teaching ranges from exemplary to needing significant improvement in terms of promoting students' learning. The best teachers create effective learning partnerships with the students. The quality of these teaching programmes ensures high levels of engagement with learning. In a majority of the sample of classes observed by ERO it was not evident that teachers were delivering differentiated learning programmes that engaged and challenged students. As a result, teachers were attempting to manage behaviour rather than facilitate learning. The senior management team acknowledged that there is a need to ensure that its efforts to drive up the quality of teaching are closely monitored and evaluated so that school expectations for effective practice are more consistently met.

There are groups of students who are very well catered for. Students with high needs are

making good progress as a result of well-designed learning support programmes. The international student programme is also very well managed so that these students benefit from and enjoy their learning experiences at Rosehill College.

The school benefits from effective leadership at a range of levels. The board has a shared vision that focuses on improving outcomes for students and this is clearly set out in coherent strategic and operational planning. The plans, policies and procedures provide a strong governing framework for the school and trustees. The board and principal acknowledged that they now need to develop their self-review processes so that reporting against goals, plans and initiatives includes an evaluation of effectiveness and the next steps.

The principal and the senior-management team (SMT) are leading professional development and learning in the school. Each of the senior managers makes a significant contribution to developing teaching practice and reviewing the curriculum. They also lead by example in their willingness to use current research, model effective practice and provide support to individuals and groups of teachers. The SMT has been closely involved with preparing the staff for implementing the revised New Zealand Curriculum.

An important aspect of self review that needs to be improved is the performance-management system. The current system is stronger on compliance with requirements than it is on providing useful information about the performance of some middle managers and teachers in meeting the board's expectations for performance. The appraisal process is currently under review.

The board takes all reasonable steps to provide a safe environment for students. The systems for pastoral care, student leadership and supervision of out-of-class activities are well understood by staff and students. The students spoken to by ERO stated that there was always someone they could approach if they were seeking help. An area for improvement is the recording and monitoring of student attendance. The current system does not provide accurate data that could be used to improve the attendance of individuals and specific groups of students. The board needs to take further steps to address the high proportion of Māori and Pacific students represented in the stand-down and suspension statistics.

Students benefit from the recently developed sports centre and arts facilities. Some teachers and students are concerned about the quality of some of the buildings and facilities. The board is aware of these issues and has plans, or work in progress, to ensure that property issues do not impact negatively on the learning opportunities of students.

Future Action

ERO is confident that the board of trustees can govern the school in the interest of the

students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

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.

Since 2007, the school has tracked students' achievement in literacy and numeracy from Year 8 using nationally standardised assessment tools. Reading scores for Year 8 entrants in literacy and numeracy at the end of 2008 were higher than in 2007, and above national averages. The data suggests that students at lower levels are making some good gains but rates of progress appear variable for students in the middle and upper achievement levels. For the 2008/9 cohort, it appears that the students made better progress in mathematics than in reading. Senior managers are working to ensure the reliability and use of this data.

Heads of department collate information about students in Years 9 to 13 for reports to the board that show the breakdown for gender and ethnicities. However, this information is not yet analysed sufficiently to provide an overall school picture of trends and patterns over time.

The school's results in NCEA have improved during the last three years but are still well below similar schools for students in Year 11. Boys achieved less well than girls and Māori and Pacific students less well than students of other ethnicities. Results reported to the board for Level 1 literacy showed an improvement for 2008. Teachers are now sharing better information with students and their parents that enables them to track their progress during the year in achieving the credits required for each certificate. A targeted group of Māori and Pacific students is being mentored as they work towards gaining the credits they need.

A higher proportion of students gained a Level 2 certificate in 2008, almost as high as in similar schools. Again boys and Māori and Pacific students were not as successful as the other students.

In Year 13, students attained university entrance at a rate significantly higher than for similar schools. Asian students were particularly successful, 85.7% against 65.2% nationally. Rates for Level 3 certificates were similar to other decile 6 schools and higher than in previous years.

The number of students who leave with little or no formal qualifications (less than 12 credits) has declined during the last three years and is now comparable with similar schools. Again, Māori students leave earlier and with fewer qualifications than New Zealand European students. Most students who leave school in Year 13 intend to go to university or other tertiary

education. The next largest destination is full time work. Students who leave in Year 12 are most likely to go to full-time work. The school has noticed a trend of more students going to full-time work as a result of the economic situation. Māori and Pacific students, both boys and girls, are more likely to go to work than to university.

School Specific Priorities

Before the review, the board of Rosehill 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 selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Rosehill College.

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

- teaching and learning in Years 9 and 10; and
- governance and leadership.

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

Teaching and Learning in Years 9 and 10

Background

ERO and the board agreed to evaluate the quality of teaching and learning in Years 9 and 10 to follow up the progress the school had made since the 2006 ERO review. The 2006 report identified some areas for improvement in the quality of teaching, for example, involving students in their learning and making learning more relevant and varied. The report recommended that the school extends provisions for meeting the needs of students who may be underachieving, and Māori, Pacific and international students. During this review, ERO observed a sample of classes across learning areas in Years 9 and 10, reviewed documentation and records and discussed learning and teaching with managers, teachers and students.

Areas of good performance

- Examples of effective teaching practices. ERO observed examples of effective teaching

across the learning areas. In these classes, teaching approaches reflected the direction of the professional learning programme and strategic planning. Features of these classes included the following:

- teachers had high expectations for learning and behaviour;
- the planned teaching programme took into account what the teacher knew about each student's needs, abilities and interests;
- differentiation so that individual students could engage with the learning activities and work at their level of challenge;
- students knew what they were learning and why; and
- feedback and feedforward to students was based on well-understood assessment information.

The above practices resulted in respectful relationships between students and the teacher and among students.

- Teacher engagement in professional development (PD). The teachers generally show a high level of commitment to engaging in the school's PD programmes. Over half the teachers have opted for involvement in the Te Kotahitanga initiative to improve outcomes for Māori students. Although this report finds that there is progress to be made in improving teaching and learning, the PD programmes cover the range of issues that need to be addressed. The programme is a useful starting point for change. Implementation, and identifying ongoing development issues, now need to be supported by an improved performance-management system.
- Support for students with specific learning needs. Staff members use assessment information in literacy and numeracy and other data to identify and support students who need support with their learning. In the developmental classes, teachers use their understanding of the needs and interests of these students to target the teaching accordingly. The progress of students in learning support programmes is well monitored. Students at risk of not achieving qualifications are mentored and supported by tutors.

Areas for improvement

- Using assessment data. Teachers now have more consistent assessment information, particularly in reading and mathematics, but most teachers are not analysing the information so that they know the skills and needs of the students they teach. As a result, they are not planning or adapting programmes that meet the interests, needs and abilities of the range of students in the class. This was evident in some mixed-ability and advanced classes. Teachers need more support in identifying students with special abilities and providing programmes that challenge them to reach their potential. In most cases, all

students in the class were working on the same work. Changing this practice is a focus of the professional learning programme as senior managers have already identified differentiation as an area for development. [Recommendations 5.2 and 6.1]

- Involving students in their learning. In the lessons observed during this review, a significant number of students were not engaged with learning. Most of the lessons were teacher directed rather than student centred. Students had limited opportunities to talk about their learning. Students were not using assessment information and feedback from the teacher to set or evaluate individual learning goals. For many teachers, assessment is considered as something apart from teaching and learning. Too few teachers showed that assessment, teaching and learning are closely linked.
- There was very limited evidence that teachers were using students' prior knowledge or the coconstruction and cooperative learning approaches that have been the focus of professional development since the 2006 review. Students told ERO that they enjoyed learning when they had opportunities for practical, hands-on learning and the learning contexts were relevant to their lives and cultural backgrounds. They indicated that most of their teachers did not give them these opportunities on a regular basis.
[Recommendations 6.1, 6.3 and 6.4]

Governance and Leadership

Background

ERO and the board agreed on this priority area as it could provide a useful analysis of how change was being directed and managed in the school. It would also provide findings that would support the direction being taken and suggest ways in which further improvements could be achieved.

Areas of good performance

- Effective governance. The board benefits from the range of skills and interests of the trustees. They have a clear vision of where they want to go and what needs to be done to achieve their aim of improving outcomes for the students at the school. The governance framework is well developed with the strategic and operational planning closely aligned so that there is coherence in policies, procedures and practices.
The trustees understand their role as governors and purposeful portfolios ensure efficient operations at the board level. The principal keeps the board well informed about what is happening for staff and students and reports regularly on the goals in the annual plan. The board makes appropriate decisions to allocate resources based on assessment information and other data to meet identified needs and priorities. This underpins its targets for improved performance at Level 1 NCEA and improving Māori and Pacific student achievement.
- Professional leadership. The SMT has a strong focus on student learning and raising

achievement. Senior managers and other skilled staff lead a well-coordinated and needs-based professional learning and development programme. Their instructional leadership is based on current learning theory and best evidence of effective practice. There is coherence between school goals and targets and the support programmes provided. The expectations of teachers are challenging and realistic and supported by PD sessions, comprehensive guidelines, modelling and additional support for identified teachers. Shared leadership among the leadership group ensures best use of their strengths and interests.

- Curriculum and pastoral leadership. Most of the heads of houses, faculties and departments support the implementation of guidelines for improving teaching practice and providing high levels of support to students. Although ERO found variation in the effectiveness of these leaders, the appraisal system was affirming expected performance and identifying and addressing needs for improved management. The board and SMT understand the important role of middle managers in leading and supporting their staff in achieving the school's goals and priorities.

Areas for improvement

- Self review of practice. Although reporting of implementation and current positions is a strength in terms of describing what is happening, much of the reporting lacks a useful analysis of "so what?" and "now what?" Trustees and senior managers need to place more emphasis on reporting evidence of outcomes and variances so that the next steps are clarified. For example, evaluations of teacher performance (appraisal) and initiatives (such as Te Kotahitanga) should include supporting evidence and clear directions of what needs to be done to make them more effective in achieving the school's stated goals. [Recommendation 6.2]
- Embedding desired change. The board and SMT need to get more leverage for sustained change that supports them in meeting strategic and annual goals. This report acknowledges the strength of front-end activities such as strategy and coherent planning, but the next stage is to ensure implementation of teaching and learning expectations by a wider group of teachers. Teaching practice engages students with learning without the need for a major emphasis on behaviour management. Teachers' uptake of Te Kotahitanga approaches and other initiatives is likely to be encouraged when they can see evidence of successful outcomes. [Recommendation 6.4]
- Performance management. The senior managers have identified that the current appraisal process is meeting attestation requirements, but needs further development if it is to raise the quality of teaching. It should be reviewed in terms of the balance between effective pedagogy and classroom management. The next step is to ensure that the performance-management system is used more effectively to identify and address ongoing improvements to the quality of teaching through individual development goals. [Recommendation 6.4]

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 Rosehill 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.

Success for Māori Students: Progress

In this review, ERO evaluated the extent to which the school was familiar with the Māori Education Strategy - Ka Hikitia: Managing for Success and progress made since the last review in promoting success at school for Māori students.

The school reports it has discussed the document but not yet made changes in the light of it.

Areas of progress

- Supporting learning. The school continues to build on strategies that have encouraged and provided Māori students with opportunities to identify and celebrate cultural, leadership and achievement aspects. These specific strategies that are building student confidence and self esteem are provided by specific staff members who are working to raise the achievement and the profile of Māori students in the school.
- Mentoring programme. The He Kakano mentoring programme designed by key staff members uses the Year 13 Māori students to mentor the Year 11 Māori students towards achieving credits at NCEA Level 1. The Year 13 students are provided with external training to prepare them for their mentoring. They also have links to staff members to support students if the need arises. The mentoring programmes are predominantly academically focused, but there is other support to help Year 11 students prepare for their assessments.

Areas for improvement

- Māori student achievement. Overall Māori student achievement has not improved significantly over the last three years. Junior students are generally below national

expectations in literacy and numeracy. Achievement in the NCEA at senior levels has generally remained constant, but below other ethnicities (except Pacific) in the school and below other comparable decile 6 schools.

Although the board and senior managers are aware of the low achievement of Māori students, individual curriculum departments have yet to analyse Māori achievement to identify specifically what they can do to raise student achievement and progress for individual students and groups of students. Further analysis of trends and patterns of Māori students over time should also assist teachers and departments in identifying what is working and what needs to change.

- Consultation with Māori community. The board needs to improve its consultation processes with its Māori community. It needs to ensure that policies, plans and learning programmes for raising student achievement and other matters that affect the Māori community are fully informed by effective consultation that allows shared decision making on these matters. This consultation needs to be in addition to Māori representatives on the board and the principal attending whānau meetings.
- Behaviour management and pastoral care. The behaviour management, restorative practices and pastoral-support system are beginning to impact on improved stand-down rates in 2009. Māori students represent 20% of the roll but they are over-represented in the statistics for low attendance, stand-downs, suspensions and exclusions when compared to most other ethnic groups and other similar decile schools. Māori students and parents reported some incidents where students felt that they were not treated fairly by a small number of teachers or the behaviour-management and discipline processes in the school. Changes are needed if these students and parents are to be confident that the school is providing equitable learning opportunities and a safe emotional and cultural environment that improves Māori achievement. [Recommendation 6.3]

Recommendation

The board should:

- develop more effective processes for engaging with the school's Māori community;
- ensure that heads of departments and teachers complete a useful analysis of the achievement of Māori students and use this information to improve outcomes for this group; and
- through the principal and staff, take further action to embed the principles of Ka Hikitia in strategic planning, annual planning and departmental schemes so that there is coherent direction for achieving success for and with Māori.

The Achievement of Pacific Students: Progress

In this review ERO evaluated the progress the school has made since the last review in improving the achievement of its Pacific students and in initiatives designed to promote

improved achievement. The number of Pacific students attending has increased slightly since the previous report from 53 to 64. Most of the students are Samoan.

Student Achievement

Pacific students continue to achieve below expectations at all year levels.

Data is collated for Years 9 and 10 using Assessment Tools for Teaching and Learning (asTTle) in numeracy and literacy. Progressive Achievement Tests (PAT) in mathematics and reading are also used. Comparative data for 2008/2009 using asTTle indicates that although many students are making progress, overall achievement is below the desired/expected levels of achievement.

There is a need for ongoing and useful analysis of the available data so that teachers, management and the board are well informed about achievement and progress at all year levels. At most year levels, teachers are not yet making effective use of assessment information to improve outcomes for Pacific students.

Area of good performance

- Initiatives to promote senior student achievement. Relevant initiatives are in place to raise the achievement of Year 11 Pacific students. The board has a target to improve NCEA Level 1 achievement. In Term 3 2008, parents met with teachers to discuss progress and how they could assist their children to achieve. Year 11 students' progress in gaining NCEA credits is closely monitored and all teachers have access to this information so that they can support these students to succeed. The academic needs of senior Pacific students are being identified. Senior students are developing skills through participating in a community-based leadership development programme.

Areas for improvement

- Use of data. Achievement, stand-down, suspension and attendance data is collated, but it is not being adequately used by teachers and trustees to evaluate outcomes for these students. Better use of accurate attendance data could be used to address the negative impact that poor attendance is having on student achievement. Strategies and plans to counter continuing underachievement and support the abilities of Pacific students need to be based on accurate and relevant evidence. [Recommendations 5.1 and 6.1]
- Self review. Teachers need to reflect on their practice to determine how well they know the aspirations of the parents, how they can further involve parents in their child's education and whether they, as teachers, demonstrate high achievement expectations for Pacific

students. There is also scope to review how well the school is meeting the pastoral needs of Pacific students and how Pacific culture(s) are affirmed in the school. [Recommendation 6.2]

Recommendation

The board should, through the principal and staff, evaluate and improve the effectiveness of the academic and pastoral care provision for Pacific students.

Preparing to Give Effect to the New Zealand Curriculum

Schools are currently working towards implementing The New Zealand Curriculum by February 2010. During this review ERO investigated the progress Rosehill College is making towards giving full effect to the curriculum as part of its planning, organisation and teaching practice.

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ERO found that school leaders and teachers at Rosehill College are making good progress towards giving effect to The New Zealand Curriculum in their planning, organisation and teaching.

Including Students with High Needs

During this review ERO investigated the extent to which the board and school leaders of Rosehill College provide an inclusive education for students with high needs. This included collecting evidence about the school's policies, processes and practices to support the enrolment and induction of students with high needs and to support their participation and achievement at school. The information collected during this review will contribute to information that will be reported in a national education evaluation report.

Prior to a review, a board of trustees and principal attest in the Board Assurance Statement that they have taken all reasonable steps to meet their legal requirements including those detailed in Ministry of Education circulars and other documents.

The board of Rosehill College was asked to attest to whether it had 'ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities and, where necessary, have put in place support systems centred on each individual with disabilities.' The board was also asked to attest that 'policies and procedures that relate to students who have special education needs are implemented without discrimination'.

ERO's findings confirm these attestations.

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:

- considered demographics and liaised with contributing schools;
- discussed the implications for future facilities to cater for on and off-site learning;
- presentations to staff and board on 'Futures Thinking' by the principal; and
- considered the implications of the growth in population of the area and planned subdivisions.

The Quality of Education for International Students

Background

Rosehill 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 evaluation focuses on the quality of education provided for its international students, including how well the school is monitoring its compliance with the Code. The school has 49 international students. Most international students are from Asian countries, including China, Korea, Thailand, Taiwan, Japan and India.

The school has attested that it complies with all aspects of the code. ERO's investigations confirmed that the school's self-review processes are thorough.

Areas of good performance

- Review processes. The international student programme is very well managed. The director uses a thorough process for reviewing the school's compliance with the Code. He provides the board with useful strategic business planning for developing the programme. The director and coordinator use information they gather from students to continue to improve the students' education and living experiences. The director agreed that the next step is to extend the scope of evaluation to demonstrate the effectiveness of the programme and successful outcomes for students.
- Pastoral care. Students receive high quality pastoral care from international department

staff. Staff members monitor what is happening for students in the school and in their accommodation. Students are able to access support in their first languages. Students ERO spoke with during the review said that they are well cared for and enjoying their international experience.

- Academic progress. Students in the international programme generally achieve their learning goals. For most senior students, their goal is to attain university entrance and gain entry into a university. Asian students at Rosehill College achieve higher rates of success (86%) in gaining university entrance than in similar schools nationally. English programmes attended by international students have a focus on attaining the literacy credits required for qualifications. Students report that they are in suitable courses and progressing well towards their academic goals. The school is proactive in providing courses that meet the interests and needs of groups of international students, for example, tourism and outdoor education.
- Involvement in school life. The central position of the international student centre helps these students to mix well with other students in the school during intervals and lunchtimes. Many international students play sport with their peers. The school provided table tennis facilities to students at the request of the international students. International students hold leadership roles in the school. They sometimes share their cultures with the other students, for example, on International Cultural Day. International students attended Matariki celebrations at a local marae in 2008. Students ERO spoke with during the review said that they felt accepted and included in the school.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Rosehill 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

During the course of the review ERO identified two areas of non-compliance. The school-management system is not providing an accurate analysis of attendance. As a result there is not an adequate basis for confirming daily attendance or addressing attendance issues for groups of students. [Action 5.1]

There is limited provision for addressing the needs of gifted and talented students. This is currently under review. [Recommendation 6.3]

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

5.1 ensure that there are accurate records of student attendance.
[National Administration Guideline 6]

Recommendations

ERO recommends that the board:

6.1 improves the quality of teaching so that more students are motivated to learn and engaged with the learning process;

6.2 improves self-review practices at all levels so that they include evaluative findings that inform trustees, teachers and the school community about the actual outcomes of planned programmes and improvement initiatives and recommended next steps;

6.3 increases its emphasis on achieving its charter principle of equal education opportunity by adopting "policies and practices that identify and cater for the individual needs of each student in the school" and the specified Māori and Pacific groups of students;

6.4 improves the performance-management system so that it supports senior and middle managers and teachers in making the changes that will impact on achieving the goals set in school planning; and

6.5 addresses the recommendations in the specific Māori and Pacific sections of this report.

Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

Graham Randell

National Manager Review Services

Southern Region

30 November 2009

Community Page

30 November 2009

To the Parents and Community of Rosehill College

These are the findings of the Education Review Office's latest report on Rosehill College.

Rosehill College is an increasingly multi-cultural school in Papakura, South Auckland. It attracts students from a large urban and rural area and a wide range of socio-economic backgrounds.

ERO found that the expectations of the trustees and staff for a supportive and caring learning environment were largely evident. There is a strong focus on pastoral care, behaviour management and supporting individual students. There are innovative pastoral-care structures and programmes that support this goal of enhancing student wellbeing.

The school's philosophy of personal excellence is reinforced by the board and staff, and groups of students achieve well across the range of academic, sporting, cultural and leadership opportunities provided. However, there are also groups of students who would benefit from teaching that responded to their individual needs, interests and abilities.

The board strives to improve community involvement in the school and realises that there is still work to do to strengthen relationships with the Māori and Pacific communities and improve outcomes for Māori and Pacific students.

Since 2007, the school has tracked students' achievement in literacy and numeracy from Year 8 using nationally-standardised assessment tools. Heads of department collate information about students in Years 9 to 13 for reports to the board that show the breakdown for gender and ethnicities. This information is not analysed to provide an overall school-wide picture of trends and patterns over time.

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learning. The senior management team acknowledged that there is a need to ensure that its efforts to drive up the quality of teaching are closely monitored and evaluated so that school expectations for effective practice are more consistently met.

There are groups of students who are very well catered for. Students with high needs are making good progress as a result of well-designed learning support programmes. The international student programme is also very well managed so that these students benefit from and enjoy their learning experiences at Rosehill College.

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Students benefit from the recently developed sports centre and arts facilities. Some teachers and students are concerned about the quality of some of the buildings and facilities. The

board is aware of these issues and has plans, or work in progress, to ensure that property issues do not impact negatively on the learning opportunities of students.

Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

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, www.ero.govt.nz.

Graham Randell

National Manager Review Services

Southern 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 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.