

**EDUCATION REVIEW REPORT:
GARIN COLLEGE
DECEMBER 2008**

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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	Richmond, Nelson
Ministry of Education profile number	6975
School type	Integrated Secondary School (Years 9-15)
Decile rating ^{1[1]}	8
Teaching staff:	

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

Roll generated entitlement	30.30	
Other	1.27	
Number of teachers	37	
School roll	376	
Number of international students	24	
Gender composition	Boys	56%
	Girls	44%
Ethnic composition	New Zealand European/Pākehā	80%
	Māori	8%
	Asian	5%
	Other European	4%
	Other ethnic groups	3%
Special features	Boarding Establishment	
Review team on site	October 2008	
Date of this report	10 December 2008	
Previous ERO reports	Education Review	October 2005
	Education Review	December 2002

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

Garin College, an integrated Catholic secondary school, opened in 2002. Its attractive, purpose-built buildings were designed for the delivery of a modern curriculum. The student population is drawn from a wide geographical area from the top of the South Island and overseas. While the majority live locally, 45 students are accommodated in one of the two college hostels and others board privately. The Board of Trustees, principal and staff place high priority on promoting holistic achievement that is inclusive of students' spiritual, intellectual, physical, social and cultural development.

The 2002 ERO review evaluated the management and delivery of teaching and learning programmes for years 9 and 10 students, and the quality of pastoral care systems school wide. In 2005, ERO reported on the quality of curriculum management and delivery with an emphasis on provision for senior students. At that time, there was a need to conduct in-depth analysis of achievement data and to improve the college's quality assurance and performance management systems.

This 2008 review evaluates the quality of teaching and student engagement in learning. The report also includes findings about: student achievement overall;

progress since 2005 in improving the achievement of Māori students; provisions for international students and those in the college hostels; preparations for teaching *The New Zealand Curriculum* in 2010; and thinking about the college's longer-term future. Compliance with legislative requirements, including those for health and safety, was also investigated.

The board's 2008 to 2010 strategic plan places a priority on student achievement. This complements the continued holistic vision introduced when the college was established. The importance of changing teaching practice to raise student achievement is recognised. In accord with the strategic approach focused on improving outcomes for students, staff have considered how the key competencies, principles and values of *The New Zealand Curriculum* align with the college's special Catholic character.

Teachers effectively challenge, motivate and engage students in learning. They convey high, but realistic expectations. Differentiated programmes are increasingly provided to meet varying identified needs and abilities. Across the college there is a very settled and purposeful working tone. Students report that they are well supported and value the family atmosphere and inclusive nature of the college.

Contribution to the wider life of the school and the importance of key values such as self management, social responsibility and respect for others are fostered. Many students accept leadership roles in sporting, cultural, academic and service activities as well as house competitions and assemblies. Student well-being is nurtured through a sound pastoral care network. Seniors are also involved in mentoring and peer mediation.

Opportunities for success and achievement are available through participation in curriculum related competitions as well as sporting and cultural activities. Senior students continue to achieve well in national qualifications. While some assessment information is available for students in years 9 and 10, there is still no school-wide analysis of progress that shows trends and patterns of achievement for these students, across and within year levels. In addition, there has been no formal consultation with the college's Māori community to develop achievement targets for Māori students.

Quality assurance and performance management systems still require improvement. There is also a need to define lines of accountability within the senior leadership team and develop an integrated system for monitoring and reviewing all college operations. Creating regular opportunities for school-wide discussion to clarify, define and share best practice should help capitalise on professional development and support ongoing school improvement.

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 is likely to 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 subject specific achievement data on individual years 9 and 10 students recorded in faculty documentation are not analysed school wide. While assessments are undertaken using a range of nationally-standardised tests, only initial data from Numeracy Project Assessments are reported to the board. These indicate that in 2007 and 2008 between 70% and 74% of all year 9 students started the year below expected levels.

The school-wide analysis of achievement in the National Certificates of Educational Achievement (NCEAs) uses New Zealand Qualifications Authority figures based on the roll number on 1 July. These indicate that achievement generally over the last 3 years was above national percentages. Results at Level 1 and 3 in 2007 are higher than in 2006.

The percentage of year 11 students gaining the NCEA Level 1 was 77% in 2005, 67.8% in 2006 and 74.7% in 2007. These are above national figures and, for 2005 and 2007, higher than comparative results for schools of a similar type and decile.

The percentage of year 12 students gaining Level 2 was 64.2% in 2005, 83.9% in 2006 and 76.6% in 2007. These results are above national and decile comparisons for the last two years.

The percentage of year 13 students gaining Level 3 was 57.9% in 2005, 51.4% in 2006 and 62.9% in 2007. In 2005 and 2007 this was above national figures and in 2006 slightly below.

One New Zealand Scholarship was achieved in 2007.

Percentages of year 11 students gaining the NCEA Level 1 literacy requirement have been above national levels for the last three years. Results were above those for schools of a similar type and decile in 2005 and 2006 and slightly below in 2007.

Those meeting the numeracy requirements have been consistently above national levels and decile comparison. The minimum needed for Level 1 in 2007 was met by 92.8% of students, compared to the national figure of 84.6%.

School Specific Priorities

Before the review, the board of Garin 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 Garin College.

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

- • the quality of teaching and student engagement in learning.

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

The Quality of Teaching and Student Engagement in Learning

Background

When Garin College was founded, the board made an informed decision to develop a holistic approach to supporting students' development and learning. ERO's 2002 review evaluated the management and delivery of teaching and learning programmes for years 9 and 10 students, and the quality of pastoral care systems school wide. In 2005, ERO reported on the quality of curriculum management and delivery with an emphasis on provision for senior students.

In 2008, the board asked ERO to consider investigating learning opportunities for all. Following discussions about how ERO might approach this, the board submitted possible lines of inquiry. This led to an agreed focus on evaluating the quality of teaching and student engagement in learning.

The school leadership team has been recently reorganised and includes the heads of faculty. Three overlapping groups are responsible for pastoral care, college organisation and student learning. The flat structure involves ten teachers, approximately a third of the registered staff. Four of the nine faculty heads took up their positions in the last 12 months.

ERO's investigation included classroom observations across all year levels and faculties, analysis of relevant documentation and discussions with trustees, staff and students.

Areas of good performance

- • The board's 2008 to 2010 strategic plan places a priority on student achievement. This complements the established holistic vision. An academic goal, with performance indicators to foster academic excellence within the NCEAs, has been set. This is supported by an overarching policy that programmes will be based on the competencies, values and attitudes required for students to operate in the adult world.
- • A well-structured faculty plan and review template is used to report outcomes to the board. The template gives clear guidance to heads of faculty and is designed to provide annual feedback against: the National Administration Guidelines; strategic and annual goals, including senior student achievement; and comments on the faculty's future direction.
- • Teachers effectively engage students in learning. They convey high, but realistic expectations. Several faculties adopt personalised approaches to programme planning and assessment. Differentiation and cooperative group work are increasingly being used to meet students' identified needs. Classrooms are settled and there is a high level of on-task behaviour. Most students know what they are learning and why.

- • The impact of professional development in literacy is apparent. Teachers employ a range of useful strategies to build students' confidence and competence in the use of subject specific vocabulary. Appropriately targeted support is provided in class and through withdrawal programmes for those with identified learning needs. In the senior school, there is a focus on ensuring students are aware of the level of language required to answer merit and excellence questions for the NCEAs.
- • Students fully participate in the wider life of the college. Many accept leadership roles in sporting, cultural, academic and service activities as well as house competitions. Seniors are also involved in mentoring, peer mediation and leading assemblies. A group is planning the introduction of a school-wide student council to provide a forum for discussion and support for the student representative on the board.

Areas for improvement

- • The board's focus on student achievement is not effectively supported by systematic, school-wide self review. Analyses of NCEA results are variable and four faculties are trialling a common reporting format to develop consistency. Other useful information within faculty reports is not collated or evaluated to report the impact of initiatives such as provision for boys, the gifted and talented programme and professional development on teaching and learning. There is also no formal evaluation of the careers curriculum implemented in whānau time. Improving the monitoring and review of all college operations is likely to sustain these initiatives and other planned developments.
- • Whole-school professional learning and development has not been maximised across the curriculum. This is acknowledged by the leadership team and staff. Creating regular opportunities for school-wide discussion to clarify, define and share best practice should help embed integrated approaches to teaching and learning.
- • Action taken to improve two areas identified by ERO in 2005 has not been sufficient.
 - – There continues to be a lack of analysed school-wide years 9 and 10 student achievement information. The college has taken steps to establish baseline data for year 9 students using a range of nationally-standardised assessment tools but this information is not used to track cohorts over time. Staff have requested further training in the use of student management software to address this. Such data would add to the detailed information that is recorded on each student.
 - – Quality assurance and performance management systems still lack rigour. In addition, lines of accountability within the school leadership team are not clear. Although appraisal is continually being modified, classroom observations were not completed for all teachers in the last cycle. The absence of robust feedback is limiting the effectiveness of appraisal as a tool to improve teaching.

Addressing these concerns is likely to support and further consolidate the board's holistic vision for improving student achievement.

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 Garin 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 college has made since the 2005 ERO review in improving the achievement of Māori students and in initiatives designed to promote improved achievement.

Thirty students comprising 8% of the college roll identify as Māori. They continue to engage well in their learning programmes. Te reo Māori is offered as a subject at all year levels. Māori culture is acknowledged in pōwhiri, through the provision of taiaha training, an annual marae visit and bilingual signage around the school. Many faculties incorporate Māori themes into teaching programmes. The board no longer has a Māori representative.

Areas of progress

- • The strategic plan makes appropriate mention of Aotearoa/New Zealand's bicultural heritage. Three of the college's nine values are expressed in te reo Māori and English.
- • A statement on Māori achievement for 2008 has been developed. It describes assessment processes for identifying and meeting the needs of all students and details the number of Māori at each year level, referring to some of the programmes they participate in.
- • There has been an increasing number of Māori students leaving the college with qualifications over the last two years. However, this is less than for their non-Māori peers and for Māori students at schools of the same decile.

Areas for further improvement

- • Two areas identified in the 2005 ERO review have yet to be addressed. There is no:
 - – formal consultation with the college's Māori community to develop achievement targets for Māori students; and
 - – school-wide analysis of Māori student achievement. Information is documented for individuals but is not collated and analysed to give the board

an overall picture of how Māori are progressing in the short term and over time. College management acknowledged in 2005 that it would be possible to aggregate some achievement data to compare Māori with other groups. This has not taken place.

- • There continues to be a need for staff training in ways to engage and motivate Māori students. The impact of professional development provided for staff in cooperative learning has not been evaluated to see if it is having any effect on patterns of attendance and achievement for Māori and other student groups.

Recommendations

ERO recommends that the board develop:

- • processes for Māori student achievement data to be collated, analysed and reported: and
- • systematic self review of future professional development to evaluate its impact.

Implementing The New Zealand Curriculum in 2010

Progress to date

Staff have considered the principles, values and key competencies of *The New Zealand Curriculum* and developed a wharehenui model that links these with the college's special character and philosophy. The holistic approach to supporting students' development and learning allows seniors to personalise their course pathways. Links with local industries and a tertiary provider have been established and are being extended. Faculties have started looking at how they can plan integrated teaching programmes, particularly at years 9 and 10.

To address the provision of a second or subsequent language for its years 9 and 10 students, the college offers te reo Māori and Spanish from years 9 to 13. At year 9, all students take each language for half a year and choose one to study in year 10.

Next steps

The college has decided that its priorities for preparation over the next three to six months are to:

- • assist staff understand the links between *The New Zealand Curriculum* and the pedagogical thrust of school-wide professional development; and
- • raise the wider community's awareness of *The New Zealand Curriculum* by consulting with parents, students and regional stakeholders.

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 college reports that it has not yet undertaken any specific thinking about the future and what it might mean for their students although the principal and board have had discussions with the Ministry of Education about changing demographics in the

region. While a 2008 to 2010 strategic plan has been developed, the need to market the school has led the board to be more focused on the immediate future as opposed to a longer-term view.

Provision for International Students

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

Garin 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 complies with all aspects of the Code. There were 24 international students from eight different countries, including two exchange students, on the college roll at the time of this review. Students are offered accommodation in homestays or the college hostels.

Areas of good performance

- • The board makes good provision for international students. Four staff have direct responsibility for their care and education. These are the international student director, the homestay coordinator and office administrator, a specialist teacher of English for speakers of other languages (ESOL) and an international teacher assistant. Fortnightly staff meetings ensure that international students' needs are identified and addressed.
- • International students receive good quality pastoral care. They have access to the full range of welfare provision at the college and their attendance is closely monitored. There is regular communication between homestay carers and international department staff. Carers appreciate the support that is available. Students enjoy being at a small school that allows them to become integrated into its daily life.
- • ESOL teaching is of a high standard. Classes are organised to allow for individualised assessment pathways within a framework of group tuition. The college has recently become accredited to offer ESOL qualifications, up to Level 3 of the National Qualifications Framework. Students' understanding of specific subject literacy is supported through in-class supervision from the ESOL teacher and international teacher assistant.
- • Quality assurance processes have been improved since 2005. There has been a re-allocation of roles between the administrator and homestay coordinator. Records of homestay visits are well organised and current. International staff have annual appraisals.

Areas for improvement

- • The international department's annual report to the board does not include analysed achievement information. While some information is included in

curriculum faculty plans and review documents, data for international students is not separately collated and presented.

- • International staff are aware that there are further improvements to be made in tracking the renewal of police vets of people involved with international students.

Provision for Students in the College Hostels

In this review ERO evaluated the extent to which the college hostels provide a safe physical and emotional environment that supports learning for students accommodated in the hostels. School hostels are required to be licensed by the Ministry of Education and comply with minimum standards specified in the hostel regulations.

Garin College operates two hostels designed as large family homes and situated in a residential area within walking distance of the school. Fundraising for a third hostel that would increase the capacity of the boarding accommodation from 58 to 75 students is underway. Currently, the hostels accommodate 24 boys and 21 girls. This is 12% of the school roll and includes six international students.

The hostels operate under a protocol signed by the proprietor, the Archbishop of Wellington, the chairpersons of the Hostel Trust, Parent Advisory Group and Board of Trustees. A hostel manager, with deputy principal status, is responsible for day-to-day management. In order to carry out its investigations for this review, ERO examined relevant documentation, visited both hostels and spoke with key personnel, including boarding students.

Areas of good performance

- • Recently reviewed policies and procedures provide sound guidelines for hostel operations, including the physical and emotional safety of students. The information is distributed to both staff and parents. There are clear procedures for monitoring student whereabouts, security arrangements and regular safety drills. Suitable ratios of staff to students before and after school, at night and in weekends are maintained.
- • The special character of the college is reflected in the hostel through participation in nightly prayers, compulsory church attendance and school-based sacraments. Students spoken with by ERO indicate that they came to the college because of its special character.
- • Good facilities support the study, recreation, sleep and personal hygiene needs of students. They include:
 - – seniors doing homework in their rooms while juniors now go to the library for their evening study sessions. This has increased access to computers and book resources;
 - – communal lounges that allow students to relax and enjoy shared entertainment such as television and video. They can also use computers with email and internet access;

- – the availability of indoor and outdoor games. Students can also participate in local sports competitions. This year, the girls' hostel netball team won its grade;
- – access to the kitchens that allows students to prepare their own breakfast and school lunches as well as snacks and supper; and
- – sleeping spaces that accommodate no more than two students. There is a bathroom for every three rooms and a student laundry in each house. Boarders have responsibility for general tidiness of their rooms and for other rostered duties.
- • Effective systems are used for attending to student health. A registered nurse is available and provisions are made for staff to maintain their first aid qualifications. Since the 2005 ERO review, the manager and registered nurse have completed the Duty of Care Certificate course in residential care.
- • Regular communication between the hostel and parents includes newsletters, phone contact and the twice yearly written reports on each student's development and well-being within the boarding house. In 2008, in an effort to involve parents more in boarding matters, the hostel manager and hostel trust chairperson held well-attended meetings with parents in both Blenheim and Westport.
- Formal student surveys provide valuable feedback to the manager. These are analysed and used as part of the appraisal process for the residential supervisors. The manager is annually appraised against his job description by the college principal.

Areas for improvement

- • Students voiced concerns about consistency in the implementation of rules and the quality of the catering. The manager was aware of these matters and is taking action to address them with the staff and caterers.
- • While the manager and two residential supervisors are formally appraised, this is not the case for the other hostel staff.
- • There has been no analysis of the achievement data for boarding students. Self review of the effectiveness of the hostels in supporting learning is likely to benefit from consideration of such information.

Recommendation

ERO recommends that the manager conducts formal appraisal for all the hostel employees.

5. 5. Board Assurance on Compliance Areas

Overview

Before the review, the board of trustees and principal of Garin 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 the following areas of non-compliance.

- • As reported by ERO in 2005, there has still been no formal consultation with the college's Māori community to develop Māori achievement targets.
- • Not all teachers had their teaching practice observed as part of the appraisal process in the last annual cycle. This was also identified as an area of non-compliance in the 2005 ERO report.
- • Some support staff have not been police vetted in the last three years. In addition, the police vet for one homestay carer recently expired.

In order to address these, the board of trustees must:

- 5.1 Consult with its Māori community to develop and make known to the college's community policies, plans and targets for improving the achievement of Māori students.
[National Administration Guideline 1(v)- National Education Guidelines]
- 5.2 Ensure that observation of teaching practice is part of every teacher's annual appraisal.
[s77C State Sector Act 1998 (NZ Gazette No 180: December 1996)]
- 5.3 Ensure that all support staff and persons aged 18 or over resident in homestay accommodation are subject to New Zealand Police vetting procedures every three years.
[Education Act 1989 s78C and section 23.1 Code of Practice for the Pastoral Care of International Students]

In addition, in order to improve current practice, the board of trustees should review the charging of fees for internet access to ensure that no student is disadvantaged in meeting mandated course requirements.

6. 6. Recommendations

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

- 6.1 The principal and teaching staff will work together to ensure achievement information is analysed at all levels of the school, track the progress of cohorts and specified groups over time, and report outcomes to the board.
- 6.2 The board will support the school leadership team in developing self-review processes to assess the impact of professional development and staff appraisal on student achievement.
- 6.3 The principal will ensure that leadership roles, expectations and responsibilities for identified key areas are clearly defined.

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 is likely to review the school again as part of the regular review cycle.

Signed

Lennane Kent
Area Manager
for Chief Review Officer

10 December 2008

10 December 2008

To the Parents and Community of Garin College

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

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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>.

Signed

Lennane Kent
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.

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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.
