



Education Review Office
Te Tari Arotake Mātauranga

Rangiora High School
Rangiora, Canterbury

Confirmed

Education Review Report

Education Review Report

Rangiora High School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Rangiora High School was reviewed by ERO in 2016. At that time, the Ministry of Education had dissolved the board and appointed a commissioner to fulfil the governance role. An acting principal had recently been appointed. An external consultant was providing the school with extra support during a time of major change. ERO could not be confident that the school was able to sustain or improve its performance, hence the decision for a review over one to two years.

A new principal was appointed in Term 2 of 2017. A new board was elected in April 2018. The external consultant, who developed the current charter and strategic plan in consultation with the school community, is continuing in his supporting role of the school. A major building programme has been completed and now provides teachers and students with a space that can be used in flexible ways.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The 2016 ERO review identified the following key areas for review and development:

- student learning and achievement
- curriculum and contexts for learning
- sustainable performance.

Progress

Student learning, achievement and the curriculum

Trustees and school leaders have a strong focus on improving the achievement, retention, transition and engagement for groups of students at risk of not achieving well. They have introduced multiple strategies to enhance Māori student achievement and reduce academic disparity. These include participation in a national programme to support Māori students to pursue their potential, and building closer relationships between the school and the local rūnanga. Leaders continue to support

courses such as boys-only classes that are designed to meet their interests. Teachers are using an inquiry process to reflect on the progress for priority groups.

Leaders and teachers are adapting the curriculum to better meet the needs, interests and abilities of all students. They are moving students' focus from the quantity of NCEA credits to achieving high quality credits. Teachers are increasingly working together to make connections between learning areas. A greater range of courses is now available, including more that will lead to vocational qualifications.

The school is improving systems for gathering and managing data. There are now agreed assessment points for students in Years 9 and 10. School leaders are improving the way they report to parents and include students in the process. They are monitoring the wellbeing and achievement of students who need extra support. Student views on curriculum delivery and wellbeing are regularly sought and used. There is improving communication and reporting in the Mainstream Support Unit.

Key next steps

Leaders and teachers need to:

- continue to build culturally responsive practices so that Māori students' culture, language and identity are well represented and valued
- strengthen the analysis of learner information to get a school-wide picture for groups of students
- use this information to improve outcomes for these students, particularly at Years 9 and 10.

3 Sustainable performance and self review

How well placed is the school to sustain and continue to improve and review its performance?

Progress

The new trustees are putting in place systems and processes to effectively fulfil their stewardship responsibilities. They share their knowledge, expertise and experience to support improvements for students. Triennial policy and curriculum review programmes are now in place. They have made effective use of external support for advice and guidance.

The principal and trustees are taking a well-considered approach to driving the strategic direction of the school. The charter was developed in consultation with the community. It sets a clear direction for the future of the school. The senior leadership team is being restructured to ensure the school is well placed to meet its strategic goals. Trustees have a strong focus on improving outcomes for students. They regularly seek feedback from students, staff and parents about learning and wellbeing.

Leaders and teachers are beginning to build capability through identifying and giving priority to what will be most effective in improving outcomes for students. A strengthened appraisal process is helping teachers to think more deeply about their practice.

Key next steps

Internal evaluation is not yet effectively contributing to shared understandings of what works most effectively and what needs further development. Leaders now need to develop and implement a rigorous process of internal evaluation to determine the effectiveness of recent initiatives. The

professional learning and development programmes need to focus on developing shared understandings across the staff to lead to greater collaboration and consistency of practice.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. 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
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

4 Recommendations

Recommendations, including any to other agencies for ongoing or additional support.

ERO recommends that the current arrangements between an external consultant and the school, and the SAF facilitator provided by the Ministry of Education continue.

Conclusion

Trustees and school leaders have a strong focus on improving the achievement, retention, transition and engagement for groups of students of concern. Leaders and teachers are adapting the curriculum to better meet the needs, interests and abilities of all students. The school is improving systems for gathering and managing data. The principal and trustees are taking a well-considered approach to driving the strategic direction of the school. Leaders and teachers need to continue to build culturally responsive practices, and implement a rigorous process of internal evaluation.

ERO is likely to carry out the next review as part of the regular three year cycle.

A handwritten signature in blue ink that reads "Alan Wynyard". The signature is fluid and cursive, with a long horizontal stroke at the end.

Alan Wynyard
Director Review & Improvement Services

Te Waipounamu - Southern Region

31 January 2019

About the School

Location	Rangiora, Canterbury	
Ministry of Education profile number	312	
School type	State Secondary School (Years 7 to 13)	
School roll	1627	
Number of international students	49	
Gender composition	Boys 48% ; Girls 52%	
Ethnic composition	Pākehā	77%
	Māori	12%
	Pacific Island	2%
	Other	9%
Review team on site	October 2018	
Date of this report	31 January 2019	
Most recent ERO reports	Education Review	July 2016
	Education Review	May 2012
	Education Review	June 2009