

**CONFIRMED**

**EDUCATION REVIEW  
REPORT**

**HATO PAORA COLLEGE**

**March 2009**



**EDUCATION REVIEW OFFICE**  
TE TARI AROTAKE MATAURANGA

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## **CONFIRMED EDUCATION REVIEW REPORT: HATO PAORA COLLEGE**

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

### **1 About the School**

Location	Rural Feilding
Ministry of Education profile number	199
School type	Integrated Boys Secondary (Year 9 to 15)
Decile rating <sup>1</sup>	3
Teaching staff:	
Roll generated	22.76
entitlement	26
Number of teachers	
School roll	207
Gender composition	Male 100%
Ethnic composition	Māori 99%, Other ethnic groups 1%
Special features	Catholic Māori Boarding School
Review team on site	November 2008
Date of this report	19 March 2009

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

Previous ERO reports	Supplementary Review	December 2005
	Education Review	December 2004
	Special Review	June 2004
	Supplementary Review	November 2003
	Accountability Review	October 2001
	Discretionary Review	April 1998
	Assurance Audit	July 1997
	Specific Compliance Audit	December 1996
	Assurance Audit	August 1993

## 2 The Education Review Office (ERO) Evaluation

Hato Paora College is an integrated, Catholic secondary school for boys located in rural Feilding. The Hato Paora College Board of Trustees is responsible for operation of the day school and the Hato Paora Trust Board, representing the college community inclusive of the church, is proprietor of the school and the hostel. The school's guiding philosophy is based on tikanga Māori and Catholic spirituality, the foundations of college life.

Supportive relationships between staff and students, including boarders in the hostel, are a feature. Student respect and concern for each other and for their teachers is evident. Students' strengths and talents are acknowledged and celebrated. Student responsibility for their own actions is encouraged through culturally-based restorative practices.

Students are focused on achieving success in the National Certificates of Educational Achievement (NCEA) qualifications, and at each level a higher proportion of students gain the respective certificates than nationally. Many also have high levels of success in a range of cultural and sporting activities. The board and staff are developing opportunities for those students aspiring towards merit and excellence endorsed NCEA.

Management and staff will need to clarify expectations for student learning and convey these clear expectations to students, whānau and the wider community. It will be critical to reflect these expectations in teaching and learning initiatives. Current assessment information does identify student strengths and areas for development and now needs to be better utilized by staff to encompass a move from whole classroom teaching to providing more personalized student learning.

Many aspects of hostel life have improved for students since the December 2005 ERO report. Procedures that promote clear communication and information sharing are now in place. A comprehensive behaviour management system that encourages students to take responsibility for their actions, and to understand the consequences of negative behaviour, positively contributes to the supportive spirit evident amongst hostel boys. Staff report that the refurbishment of the senior hostel houses is also beneficial. Students spoken to are positive about attending the college.

Although the introduction of some sound strategies to promote student safety in the hostel has occurred since the previous review, numerous aspects of the hostel environment required attention at the time of ERO's review. Since the onsite review these matters have been rectified.

The informal merging of the board of trustees and the trust board has provided a platform for collaborative leadership that is giving rise to positive change and development. The combined board has enabled a clear and transparent process in developing and aligning policies and procedures that clarify the organizational roles and responsibilities.

A key to driving and leading change has been the appointment of a highly experienced acting principal. She has a mandate from the combined boards to develop teaching and learning in the school and raise student academic expectations. School leadership appropriately focuses on improving outcomes for students. The ongoing improvement of student outcomes will depend on both the continuation of the present rate of progress being maintained, and the permanent establishment of strong, professional school leadership.

### **Future Action**

ERO is confident that the combined board 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 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.

Externally referenced assessment used in Year 9 indicates literacy levels at the beginning of the year are below national average. By the end of Year 9 many students have improved their level of literacy. Learning support interventions have contributed to the progress. Improving literacy will continue to be a school focus in 2009.

A high proportion of students enter the college from Kura Kaupapa Māori. These students are given the opportunity to enter NCEAs in te reo Māori in Years 9 and 10.

Students are focused on achieving success in NCEA qualifications and at each level a higher proportion of students gain their respective certificates than nationally. In 2007, 76% of Year 11 students gained NCEA level 1. Nationally 63% gained this certificate. At level 2, 90% gained the certificate compared to 65% and level 3, 73% compared to 54% in other schools. University entrance was gained by 60% compared to 51% nationally. However, a higher proportion of the credits gained are unit standards than in other schools. This disproportionate prioritising of unit standard work does not allow many opportunities for students aiming for merit or excellence endorsed NCEAs to gain the necessary achievement standards at the appropriate level.

Students achieved level 1 literacy and numeracy at levels greater than nationally. In 2007, 93% gained literacy compared to a national average of 77%. Numeracy was gained by 93% compared to 85%. Students regularly gain NCEA scholarships in te reo Māori. Achievement is also encouraged and celebrated in sporting, performing arts and cultural areas. Many students achieve at a high level in these areas. In 2008, some have gained national recognition in kapa haka, basketball, softball and touch rugby.

Senior managers and trustees have recently established goals to increase the merit and excellence standards gained by students, and to similarly increase the number of students involved in externally assessed standards.

External providers are used to increase the range of subjects available to students. Courses available are regularly reviewed and subjects have been

added to increase the choices available. Individual student courses available reflect the ability and vocational interests of students.

### **School Specific Priorities**

Before the review, the board of Hato Paora 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 Hato Paora College.

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

- improving student outcomes.

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

### **Improving Student Outcomes**

#### ***Background***

The 2005 ERO report stated that the two boards needed to ensure that communication was open and that professional development should be undertaken to assist with strategic planning and self review to better target student outcomes. Since then the college has taken steps to improve relations between all parties, refocus leadership and build student expectations for social and academic success.

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

- Board organisation  
Merging of the board of trustees and the trust board is a catalyst for the further development of the school. Trustees have realigned plans and policies and have refined organisational procedures and lines of responsibility between the hostel and the day school. Their focus is now on promoting teaching and learning through appropriate resourcing, creating improved pathways for academic success for students and



developing teaching staff through professional training. The combined board is setting a clear direction for the college.

- **Collaboration**  
Senior managers have established collaborative learning relationships with staff and trustees suitably focused on moving the school forward. There has been a deliberate increase in the learning conversations amongst staff and the introduction of an agreed forum to increase professional collaboration and discussion. Managers maintain positive team relationships and provide a sense of unity and purpose for staff. School leadership focuses on developing students' motivation and achievement, and on improving outcomes.
- **Relationships**  
Classroom relationships are supportive, inclusive and respectful. Staff place high emphasis on developing a sense of whānau, based on the school's special character that embraces tikanga Māori and the Catholic faith. Many students show an appreciation of the commitment staff make to their education.

Trustees and staff establish shared expectations for student behaviour and make efforts to raise the consistency and effectiveness of support systems. Students' strengths and talents are acknowledged and celebrated. Responsibility for their own actions is encouraged through culturally-based restorative practices (muru).

- **Assessment to improve learning**  
Staff are developing a useful range of assessment strategies to support students' learning. In Year 9 and 10 programmes, the use of external reference assessments assists teachers' judgements on the learning levels and needs of students. Staff use Assessment Tools for Teaching and Learning (asTTle) data in literacy, numeracy and te reo assessments to track progress over the year. Some teachers use this information formatively to cater for group and individual needs. In senior classes teachers make good use of formative strategies in NCEA courses. Students are informed of assessment criteria and self monitor their progress.
- **Support for learners**  
Students experience a range of effective and positive learning support options following a thorough review of programmes. Staff make good use of data to show student progress and ongoing literacy needs. Students

involved see the positive benefits of reading support programmes. A collaborative involvement of support personnel successfully access enhanced programme funding to assist further development of literacy support.

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

- **Expectations**

The collaborative relationship between the board and staff provides a strong platform for change. Expectations for student achievement are yet to be clarified and shared. How these are to be reflected in teaching and department learning initiatives also remains unclear. Department reporting is not sufficiently focused on school priorities or targets for improving student achievement. Robust teacher appraisal, focused on improved teaching strategies and appropriate professional development, to raise student motivation and achievement is yet to be embedded in school review.

Trustees and senior managers appropriately identify the need for staff to raise expectations of students taking responsibility for their learning. In most junior classes teachers do not expect students to be organised and accountable for their own equipment. School and hostel staff have not developed shared, consistent high expectations and learning opportunities that encourage students to be self-motivated learners.

- **Personalising learning**

The effective use of externally referenced assessment tools in Year 9 and 10 programmes is still in its early stages. Current information identifies individual learner strengths and weaknesses. However, better use of this information is yet to be made to help teachers cater for students' individual needs rather than the predominantly whole class teaching evident during the review.

- **Monitoring achievement**

The progress of students at all levels is monitored by senior management and reported to the board. Some departments collate achievement data, along with comments related to reasons for success, and identify barriers to learning. Analysis is mainly superficial and departments should consider applying the suggestions for analysis included in the September 2008 Managing National Assessment report, across all levels.

## 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 Hato Paora 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.

### Implementing the New Zealand Curriculum in 2010

#### *Progress to date*

In preparing for teaching the New Zealand Curriculum in 2010 the school has:

- as the result of a series of hui, collaboratively developed a clear vision and a long-term strategic plan '2027';
- developed shared values as part of '2027' and integrated these into curriculum planning. Additional values adopted, which reflect the special character of the school, include; manaakitanga, wairuatanga and whānaungatanga;
- during 2008, conducted a series of workshops mainly related to the the curriculum;
- involved curriculum leaders in professional development related to the curriculum as part of regional clusters and with subject advisors;
- begun to incorporate aspects of the curriculum into the planning of some departments and scheme development; and
- introduced 'Papatuanuku' as a schoolwide approach, and a cross curricular junior subject, focused on environmental sustainability.

### ***Next steps***

The school has decided that its priorities for preparation over the next three to six months will be:

- ongoing professional development at department level and schoolwide;
- continuing the use of the advisory services; and
- monitoring departmental planning to ensure it reflects progress towards curriculum implementation in 2010.

### **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.

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The school reports that it has thought about the future and what it might mean for their students by developing a shared vision for the school; *Strategy 2027*. The strategy includes five major platforms that aim at the development of the college with the objective of ensuring that it will be well placed to make a significant contribution to Māori education over the next two decades.

Stated outcomes are:

- access to te ao Māori to enable students to participate meaningfully in New Zealand's bicultural society;
- a college kawa which inculcates key values and principles in all aspects of school life. These include; wairuatanga, manaakitanga, healthy lifestyles, development of positive relationships and building a sense of whanaungatanga;
- creating educational outcomes, focused on producing critical thinkers and linking to career opportunities;
- establishing key relationships with the various external stakeholders in the college including, church, state, iwi, private sector and the Māori educational sector; and
- a future orientation that will allow a preparedness to change direction in order to deliver best outcomes for Māori. This direction may include a readiness to consider establishing new sites, developing new alliances and employing new technologies.

### **Provision for Students in the School Hostel**

In this review ERO evaluated the extent to which the school hostel provides a safe physical and emotional environment that supports learning for students accommodated in the hostel.

School hostels are required to be licensed by the Ministry of Education and comply with minimum standards specified in the hostel regulations. The Hato Paroa Hostel is licensed and has building warrant of fitness.

The hostel houses accommodate 156 students, 75% of the school roll. They are in a central part of the college campus and are owned by the Hato Paora Trust Board.

The combined board has collaborated to improve relationships between the day school and the hostels. The employment of a new hostel leader has had a

positive influence on the day-to-day organisation and management of the boarding houses.

The previous report recommended that the trust board continued with the development and refurbishment of the houses, to give parents more voice in improving hostel conditions and to give more thought to the quality of health care and recreational facilities available to students.

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**Areas of good performance**

- **Communication**  
Procedures, that promote clear communication, are in place. Positive relationships between the acting principal and the hostel leader enhance understanding. These key personnel meet daily to discuss aspects of hostel life and identify areas of concern to be actioned. Lines of communication between the hostel leader and the dormitory parents are clear. Information relating to the hostel is included in school newsletters for parents and whānau.
- **Senior hostel houses**  
Staff report that the refurbishment of the senior hostel houses is having a positive impact on students. An experienced house parent understands the culture of the college and there is mutual respect between students and adults.
- **Caring atmosphere**  
A supportive spirit exists amongst hostel boys, with students spoken to during this review, considering bullying as no longer an issue, and being positive about attending the college. All students show an understanding of what is expected of them as hostel students. Rules are clearly displayed and understood. Efforts are made to provide an affirmative environment for students.
- **Student safety**  
Sound strategies for student safety are now in place. House parents are vigilant in accounting for students. Regular attendance checks are made. Any undue disturbances on site are investigated. A truancy officer and extra security is provided. A weekend recreation programme has been devised to avoid boredom and the boarders appreciate associated trips to outside venues.
- **Behaviour management system**  
A comprehensive behaviour management system is in operation. The procedures encourage students to take responsibility for their actions and understand the consequences of negative behaviour. The new management team have ensured a clear understanding of the behavioural expectations for students in the hostel.

***Areas for improvement***

- Hostel handbook  
Present policy and procedure documents need coordinating into one concise handbook, together with more detailed material on hostel operations. A handbook is required for parents, students and house parents. Current knowledge of hostel procedures is based on the experience and knowledge of the house parents. Formal documentation would provide consistency of practice across the hostel community.

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- Staff training  
Hostel staff have not had the opportunity for comprehensive training. Job descriptions are in the process of being developed as the basis for performance appraisal. Relationship building should be a priority focus for staff development. Trustees indicated support for developing students' study motivation and higher academic expectations through staff professional development in the appropriate areas.
- An environment to support student wellbeing and learning  
Many aspects of the hostel environment require attention to ensure students live and learn in an appropriately supportive environment. The infirmary requires upgrading. Recreation spaces are presently limited. More quiet spaces are required for boys to work and read, removed from the larger student community. Homework in the hostel continues to be an issue. Limited set homework makes it difficult to keep students meaningfully occupied for the allotted time. The combined board and management are currently considering these issues.

## 5 Board Assurance on Compliance Areas

### Overview

Before the review, the board of trustees and principal of Hato Paora 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.

Each school needs to acknowledge that bullying is a risk to be managed. To improve practice schools should provide anti-bullying programmes that cover the following types of bullying: racist bullying, bullying of students with special needs, homophobic bullying, and sexual harassment. The school has attested that this content is covered.

## Compliance

During the course of the review ERO identified areas of non-compliance at the hostel. In order to address these the combined board must ensure that:

- 5.1 policies and procedures in place for evacuation are implemented.  
*[Fire and Safety and Evacuation Of Buildings Regulations 1987]*

## 6 Recommendations

ERO recommends that:

- 6.1 professional development programmes for teachers and hostel staff be improved to expand the use of teaching strategies that will lead to increased student achievement;
- 6.2 priority be given to addressing the issues identified in this report specifically relating to the hostel; and
- 6.3 the combined boards and staff work to promote consistency of practice across the hostel community.

## 7 Future Action

ERO is confident that the combined board 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*

Graham Randell  
Area Manager  
**for Chief Review Officer**

19 March 2009

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## **To the Parents and Community of Hato Paora College**

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

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### **Future Action**

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

### **Review Coverage**

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

*Signed*

Graham Randell  
Area Manager  
**for Chief Review Officer**

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## GENERAL INFORMATION ABOUT REVIEWS

### About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

### Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- **School Specific Priorities** – the quality of education and the impact of school policies and practices on student achievement.
- **Areas of National Interest** – information about how Government policies are working in schools.
- **Compliance with Legal Requirements** – assurance that this school has taken all reasonable steps to meet legal requirements.

### Review Coverage

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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.

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