

## Rosehill School Education Review

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# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report: Rosehill School

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

Rosehill School provides good quality education for students from five to twenty-one years of age. The students have moderate to profound special needs, and many sit within the autism spectrum. The school consists of the base school and nine satellite classes within a 15 kilometre radius of Rosehill School. The school is experiencing significant roll growth which is restraining the resources of the base premises. A long-standing priority for the board is to extend and develop school property.

The board maintains a strong focus on students' learning and well being through a planned approach to the provision of appropriate resources. The collegiality among staff contributes to the positive school tone. Current work to improve staff appraisal is likely to support teachers in their growing professionalism.

The principal and senior managers continue to have positive relationships with the schools hosting satellite classes. Two are at Rosehill Intermediate School, two at Papakura South School, one at Clendon Park School; two at James Cook High School and there are two newly established, purpose-built classes at Manurewa East School. The close proximity to Rosehill College makes it possible for some senior students to attend National Certificate of Educational Achievement (NCEA) classes and facilitates the reciprocal use of resources.

Teaching staff collaborate effectively with parents, therapists, and the leadership team to provide a trans-disciplinary approach to students' care and education. They have high expectations for students to participate and achieve personal targets. The learning priorities for students continue to be identified in their individual education plans (IEP) and the achievement of the measurable objectives is regularly monitored and reported to the board. These individualised plans are having a positive impact on students' learning progress and socialisation.

Teachers use a wide variety of strategies to engage students in learning that result in high levels of interest and enthusiasm for the learning activities. They maximise opportunities for students to enjoy success. Students and adults enjoy positive and respectful relationships that contribute to the calm and settled environment. The school maintains effective and ongoing communication between parents/whānau, caregivers and staff.

A key feature of the board and principal's vision is to further expand the development of

satellite classes within local schools and to continue to improve access to education for students with special needs within their own community. The senior leadership team are implementing strategies to build closer working relationships and sharing of expertise with other schools within the school zone.

The recently appointed principal has considerable experience working with special needs students and has a strong vision and commitment to improving educational outcomes for them. He is supported by a long standing and dedicated leadership team. ERO and the board of trustees agree that it is timely for the board and principal, in consultation with staff and the community, to develop shared understandings about the future direction of the school and establish sound self-review processes to monitor the effectiveness of programmes.

### Future Action

ERO is likely to carry out the next review within three years.

## 2 Rosehill School's Curriculum

How effectively does the curriculum of Rosehill School promote student learning - engagement, progress and achievement?

### School context and self review

The school roll has continued the steady increase in roll growth noted in the 2004 and 2007 ERO reports. Trustees are closely monitoring the impact of the roll growth on available resources.

The new principal is gathering baseline information about overall student progress and achievement, using national assessment tools where appropriate. While many students are making progress below Level 1 of the New Zealand Curriculum, others are achieving at age-appropriate levels in a range of subjects. Programmes are designed to meet individual learning needs and focus appropriately on emerging literacy, numeracy and communication skills, as well as social skills.

The school maintains the good practices identified in the 2007 ERO review, including the breadth of learning opportunities provided, and the care taken to coordinate support for individual students between the teachers, therapists, families and external agencies. The school has made good progress in improving teacher appraisal and making more consistent use of formative assessment practices.

### Areas of strength

**Student engagement.** Students respond positively to learning programmes, and are highly engaged in learning activities. Students are encouraged to develop and monitor their own learning goals. In addition, some senior students are able to have input into decisions about their own learning goals. They have many opportunities to be involved in the wider school and community life.

**Effective teaching.** Teachers have high expectations for students to participate and achieve personal goals. They use a wide variety of strategies to engage students in learning and have well established classroom routines. They have a good understanding of the principles of the New Zealand Curriculum and confidently incorporate the key competencies of the New Zealand Curriculum into daily programmes. They work collaboratively with internal and external specialists to improve outcomes for students. Classroom environments reflect student learning and reflect their achievements.

**School leadership.** A collaborative leadership team works in the best interests of students' social and emotional well-being. The principal, appointed in term two 2010, has identified the

need to establish a shared understanding of the vision, values and direction of the school in consultation with the school community. The principal and senior leaders prioritise resources to meet identified needs of teachers and students. A new initiative has been the development of the school as a resource of expertise to the other schools within the zone.

Strengthening assessment practices. Teachers are improving their monitoring of student progress. The new principal is gathering school-wide information to ascertain the balance between academic, social and self-care goals. The achievement of separate ethnic groups is now being carefully monitored and the data show that outcomes are comparable across all groups. Increasing use is being made of national assessment tools where these will give useful information.

Governance. The board considers carefully students' welfare through a planned approach to the provision of appropriate resources. Trustees receive good information about each student's individual progress and achievement and they use this data to inform their decisions. The retention of trustee expertise, and the development of a succession plan, are likely to ensure board stability and sustainability.

Engaging parents, whānau and community. The involvement of parents/whānau and caregivers is central to students' success. They are regularly invited to participate in the development of their children's IEP goals. A feature of the school's communication strategy is the effective use of a variety of media between the school and students' homes to ensure continuing and ongoing dialogue about student progress. A recent community hui designed to develop closer relationships and increase tikānga Māori among all members was well attended.

### Areas for development and review

Trustees, school leaders and ERO agreed that priorities for further development and review include the need to:

- develop a shared understanding of effective teaching and learning practices to ensure school-wide consistency of practice;
- implement an effective performance management system;
- strengthen the IEP process to more regularly monitor and report student progress; and
- increase teachers' confidence in using te reo and tikanga Māori.

### 3 Agreed Priorities

ERO and the board of trustees agree that the next stages of school development should focus on:

3.1 establishing a shared understanding of school vision and values with the school community; and

3.2 implementing self-review systems to monitor the effectiveness of all aspects of school operation.

## 4 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Rosehill School completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that 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.

## 5 Future Action

ERO is likely to carry out the next review within three years.

Richard Thornton  
National Manager Review Services  
Northern Region

8 December 2010

## About the School

Location	Papakura
Ministry of Education profile number	1472
School type	Special School for students who have intellectual, social and physical special education needs.
Decile <u>[1]</u>	3
School roll	138
Gender composition	Boys 70% Girls 30%
Ethnic composition	NZ European/Pākehā 33% NZ Māori 33% Samoan 9% Indian 7% Tongan 5% Asian 4%, Middle Eastern 3% other European 3% other 3%
Special features	9 satellite classes at: Papakura South School (2); Rosehill Intermediate School (2); Clendon Park School; Manurewa East School (2); James Cook High School (2).
Review team on site	August 2010
Date of this report	8 December 2010
Previous three ERO reports	Education Review, November 2007 Education Review, August 2004 Accountability Review, March 2001

[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.

## Community Page

8 December 2010

To the Parents and Community of Rosehill School

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

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The board maintains a strong focus on students' learning and well being through a planned approach to the provision of appropriate resources. The collegiality among staff contributes to the positive school tone. Current work to improve staff appraisal is likely to support teachers in their growing professionalism.

The principal and senior managers continue to have positive relationships with the schools hosting satellite classes. Two are at Rosehill Intermediate School, two at Papakura South School, one at Clendon Park School; two at James Cook High School and there are two newly established, purpose-built classes at Manurewa East School. The close proximity to Rosehill College makes it possible for some senior students to attend National Certificate of Educational Achievement (NCEA) classes and facilitates the reciprocal use of resources.

Teaching staff collaborate effectively with parents, therapists, and the leadership team to provide a trans-disciplinary approach to students' care and education. They have high expectations for students to participate and achieve personal targets. The learning priorities for students continue to be identified in their individual education plans (IEP) and the achievement of the measurable objectives is regularly monitored and reported to the board. These individualised plans are having a positive impact on students' learning progress and socialisation.

Teachers use a wide variety of strategies to engage students in learning that result in high levels of interest and enthusiasm for the learning activities. They maximise opportunities for students to enjoy success. Students and adults enjoy positive and respectful relationships that contribute to the calm and settled environment. The school maintains effective and ongoing communication between parents/whānau, caregivers and staff.

A key feature of the board and principal's vision is to further expand the development of satellite classes within local schools and to continue to improve access to education for students with special needs within their own community. The senior leadership team are implementing strategies to build closer working relationships and sharing of expertise with other schools within the school zone.

The recently appointed principal has considerable experience working with special needs students and has a strong vision and commitment to improving educational outcomes for them. He is supported by a long standing and dedicated leadership team. ERO and the board of trustees agree that it is timely for the board and principal, in consultation with staff and the community, to develop shared understandings about the future direction of the school and establish sound self-review processes to monitor the effectiveness of programmes.

### Future Action

ERO is likely to carry out the next review within three years.

### Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

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

Richard Thornton  
National Manager Review Services  
Northern 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 integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

## Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.

