

**CONFIRMED**  
**EDUCATION REVIEW**  
**REPORT**  
**RONCALLI COLLEGE**  
**APRIL 2010**

Location: Timaru

Ministry of Education profile  
number: 358



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## **CONFIRMED EDUCATION REVIEW REPORT: RONCALLI COLLEGE**

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

### **1 The Education Review Office (ERO) Evaluation**

Roncalli College is an integrated, coeducational Catholic school in Timaru. It provides education for students in Years 9 to 13. The school has experienced significant roll growth in recent years. A new principal was appointed during 2009.

The values and beliefs that underpin the school's special character are apparent in all aspects of school life. This is evident in the caring, respectful and safe environment. It is also demonstrated by the positive and respectful relationships amongst students and between the students and teachers. A strong emphasis on family and community is well supported by the house system within the school. The wellbeing of groups, such as Māori and international students, is well provided for in this inclusive environment.

Senior leaders and teachers are committed to developing students' all-round abilities. They work hard to develop each student's academic, cultural, sporting and leadership abilities and encourage them to give service to their community. Students benefit from a wide range of curricular, extra curricular and leadership programmes.

Students achieve very well at all levels of the National Certificates of Educational Achievement (NCEA). Their attainment of Level 1, 2 and 3 certificates, and of merit and excellence endorsements, is generally well above the average of students in similar schools nationally.

Students learn in positive, well organised and work-focused classrooms. Teachers have high expectations for students' learning, behaviour and achievement. Teachers provide extra support for students through an extensive range of tutoring, mentoring and coaching opportunities.

Improved self review and clearer expectations from senior leaders are likely to lead to a more widespread and consistent use of effective teaching strategies. Students need more opportunities to learn about and experience New Zealand's bicultural heritage. Teachers and students would benefit from better access to Information and Communication Technologies (ICT) as teaching and learning tools.

The board provides effective governance and trustees have a good understanding of their role. They articulate a clear vision for the school and carry out regular reviews of aspects of the school's operations. They now need to develop an overall

programme and agreed process for self review. This should include trustees evaluating their own performance.

The board and principal are working to address the impact of roll growth on staffing, teaching spaces, buildings and resourcing. The principal is focused on developing a new senior leadership group into an effective team.

### **Future Action**

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning: engagement, progress and achievement. ERO is likely to carry out the next review within three years.

## 2 Roncalli College's Curriculum

How effectively does the curriculum of Roncalli College promote student learning: engagement, progress and achievement?

### *Areas of strength*

*Student achievement.* Overall school achievement in NCEA Levels 1, 2 and 3, has continued to improve since the 2006 ERO review. In general, students achieve at levels that are significantly better than those of students in similar schools nationally. The school has a very good record of students gaining NCEA merit and excellence endorsements, with 2008 results at Levels 1, 2 and 3 all generally above those of similar schools. The achievement of Māori students in NCEA is at and above Māori students nationally. Students also achieve success at local and national levels, in a range of sporting and cultural activities.

*Relationships.* Positive and respectful relationships exist among students, teachers and parents. The house structure creates a family-like environment so students can be with family members and students from all levels of the school. Staff know students and their families well. Teachers have high expectations for students' learning and behaviour and set clear boundaries. As a result, the focus in classrooms is on learning and not the management of behaviour.

*Special character.* The school and parish have shared expectations of caring and respectful relationships and the values that underpin their school. Students have a strong sense of wellbeing, belonging and pride in the school and community. The school community has fostered close links with the church and parish.

*Focus on learning.* Students and teachers are focused on learning and achievement. Clear expectations for learning, and for appropriate behaviour, are known by students and contribute to the calm, settled classroom environments. Most students are well engaged and focused on learning. Teachers have been involved in ongoing professional learning and development. The school provides students with in-class support, extra tuition and an encompassing pastoral care system.

*Reporting to students and parents.* Students and their parents receive effective feedback in a newly developed conferencing system. These conferences actively involve parents and students in discussing progress and achievement. House group teachers provide options for parents to meet with other teachers, and discuss support for homework and extra assistance. The next step for the senior leaders is to review and evaluate how this feedback improves outcomes for students.

*Culture of support for students.* Teachers use a range of achievement data to identify students' needs. They plan and implement strategies to assist students to manage their learning and improve levels of achievement. These strategies include providing students with suitable programmes and classes, and regular mentoring. Staff are committed to helping students to achieve their goals.

*Student leadership and opportunities.* Students have a wide range of opportunities to learn and demonstrate leadership skills. They participate and take leadership responsibility in areas such as sport, outdoor pursuits, music and drama and on student

led committees. Students support one another within an environment where success, achievement and service are celebrated and valued.

*Governance.* The school's vision and strategic plan are clearly expressed, understood and agreed to by the community. They are interwoven into the board's decision making. Trustees respond to views of the community, work collaboratively and have a good balance of experience and expertise. They have a good understanding of the distinction between governance and management roles.

### ***Areas for development and review***

*Self review.* Teachers reflect on current practice and curriculum design. Senior leaders and the board review aspects of school operations. However, they have yet to develop an overall self-review plan and an agreed process for review. The board and principal have identified some areas of priority for review and development. These include:

- reviewing the roles and responsibilities of senior leaders to ensure that individual strengths are used effectively to manage key areas of school operations;
- strengthening the analysis of student achievement information, including Māori and international students, at classroom, department and school-wide level;
- extending the use of effective teaching practices across the school, setting clear expectations of teachers and providing targeted professional development ; and
- improving the provision and use of ICT as a teaching and learning tool.

*Biculturalism.* The school environment does not reflect New Zealand's bicultural heritage. There is little visual representation of te reo and tikanga Māori around the school and limited inclusion in curriculum programmes. All students would benefit from greater opportunity to learn and experience aspects of te reo and tikanga Māori.

## **3 Board Assurance on Legal Requirements**

Before the review, the board of trustees and principal of Roncalli 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 legal obligations related to:

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

Roncalli 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 27 international students, 5% of the school roll.

The school has attested that it complies with all aspects of the Code.

ERO's investigations confirmed that the school's self-review process for international students is robust and the school complies with the all sections of the Code.

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.

During the course of the review, ERO identified some areas of non-compliance. The school has minimal analysed information about the achievement of Māori students as a group. The recently developed Māori student achievement plan has yet to be discussed with the Māori community.

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

- 3.1 consult with the Māori community to set targets for the achievement of Māori students; and

*[National Administration Guideline 1(v) - National Education Guidelines]*

- 3.2 report to students and their parents on the achievement of Māori students against the plans and targets.

*[National Administration Guideline 2(iii) - National Education Guidelines]*

#### **4 Future Action**

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning: engagement, progress and achievement. ERO is likely to carry out the next review within three years.



**Graham Randell**  
National Manager Review Services  
Southern Region

## About the School

School type	Integrated Secondary (Year 9-15)	
Decile rating <sup>1</sup>	6	
School roll	539	
Number of international students	27	
Gender composition	Girls 48%; Boys 52%	
Ethnic composition	New Zealand European/Pākehā 87%; Māori 7%; Other 6%	
Review team on site	February 2010	
Date of this report	27 April 2010	
Previous three ERO reports	Education Review	March 2006
	Education Review	April 2003
	Discretionary Review	June 1999

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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.

27 April 2010

## **To the Parents and Community of Roncalli College**

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

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### **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 the information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

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

ERO also builds on the school's own self-review information. That is, 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.

ERO also gathers information during the review to contribute to its reports on national education evaluation topics. Comments relevant to this school are included in the report. 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).



**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 integrates the following.

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

It also integrates external review with school self review by taking the most useful aspects from external and self review to build a picture of the school and its context.

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.